

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Annual Report on Performance Indicators  
**Date:** January 7, 2002

**Recommended Action:** Receive the report.

**Executive Summary:**

The Board has requested an annual report that provides a comprehensive list of performance indicators and common data sets. Most of these "indicators" are data utilized in various governance reports as well as in the institutional strategic plans. This report, which typically provides five years of statistics, provides one complete and convenient reference source regarding both progress on indicators and common data used by the institutions.

**Linked to KRAs**

Most of the performance indicators and common data sets cited in this report are linked to the Key Result Areas of the Board of Regents' strategic plan. Individual indicators relate to quality, access, diversity, and accountability.

The bulk of this report are each of the indicators (or common data sets). Each indicator includes an analysis of data, data tables, and charts.

**Six Categories of Academic Enterprise**

The report organizes the data according to six categories that reflect typical activities in an academic enterprise. These categories and examples of each are as follows:

1. Instructional Environment (instructor rank, class size, instructional technology)
2. Student Profile and Performance (enrollment, graduation and retention rates, licensure examination passage rates, career placement)
3. Educational Outreach and Service (distance education offerings, extension clients, service to patients)
4. Faculty Profile and Performance (resignations, retirement, new hires; sponsored research)
5. Institutional Diversity (percentage of minority faculty, staff, and students)

6. Expenditures, Financing, and Funding (cost per student, deferred maintenance, appropriations, contributions)

In summary, there are 11 items that provide common data for all five Regent institutions, 9 data items for the three Regent universities, and two indicators that relate only to the special schools. Also, there are separate indicators for each university (5 for the University of Iowa, 11 for Iowa State University, and 4 for the University of Northern Iowa).

The 11 common data sets for all five institutions are:

- 1) Average undergraduate class size\*
- 2) Number and % of general assignment technology-equipped classrooms\*
- 3) Number, total, and % of tenured and tenure-track faculty\*resignations, retirements, and new hires
- 4) State appropriations requested for operations
- 5) Number of annual contributors and dollars contributed in millions
- 6) Amount of capital improvement funds requested and appropriated
- 7) Deferred maintenance backlog and expenditures in millions
- 8) % of resources reallocated annually
- 9) Fall enrollments by level [undergraduate, graduate, professional, age, and residency\*]
- 10) Racial/ethnic composition of student, faculty, and staff populations in percentages\*
- 11) Undergraduate student retention and graduation rates by ethnic/racial composition in percentages\*

\*Some terminology adjustments are made by the special schools

The 9 common data sets for the three universities are:

- 1) % of undergraduate student credit hours (SCH) taught by tenured/tenure-track faculty
- 2) % of professional students passing licensure examinations (SUI -- Law, Medicine, Dentistry, Pharmacy; ISU -- Vet. Medicine) and % of all graduates employed within one year following graduation (% employed; % engaged in further study; % other)
- 3) Sponsored funding per year in millions of dollars
- 4) Number of intellectual property disclosures
- 5) Headcount enrollments in credit/non-credit courses offered through extension and continuing education
- 6) Growth in undergraduate tuition and mandatory fees relative to Higher Education Price Index (HEPI)
- 7) Number and dollars in millions of financial aid received by resident undergraduates; also estimated % of student need met

- 8) Off-campus student enrollment in degree programs offered through distance learning (Fall Semester only)
- 9) Cost per student

Some of the changes made in this year's memorandum reflect the new strategic plans of the universities. The University of Iowa and Iowa State University are in the process of identifying replacement indicators. Some new indicators are included now in the Board's performance indicators, others are not. As noted below, Performance Indicator #9 has been dropped for all Regent institutions.

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**Strategic Plan:** Strategic planning and assessment of progress toward goals are an ongoing and distinct process.

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**Background:** Eleven indicators are common to the five institutions and 9 others applied to the three universities. These are referred to in this report as "common data sets."

Last year, the University of Iowa requested that it be allowed to replace reporting on the following eight indicators:

- 1) Number, Total, and % of faculty using instructional technology (including computers)
- 2) Percentage of course sections in which computers are used as an integral teaching aid
- 3) Average Graduate Record Exam (GRE) composite score of entering graduate students
- 4) Relevant annual publication indices
- 5) Relevant citation indices
- 6) Number of external funding proposals submitted per year
- 7) Number of ICN sites served by Hancher programming
- 8) Number of annual visits to UI health sciences centers

Last year Iowa State University requested that it be allowed to drop the following items, and replace with other indicators that are equal or superior:

- 1) Percentage of introductory courses taught by senior faculty
- 2) Number of external grants and contracts awarded

It should be emphasized that all common data sets remain in place. Indicator #9 on faculty use of computers was dropped.

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Some indicators only record on-going activities, such as enrollments, faculty retirements and resignations. They do not have targets.

Specific analysis of trends is found in the narrative for individual indicators, and in several sections, in the introduction to the sections.

The following are highlights of trends by section:

**Significant  
Indicators**

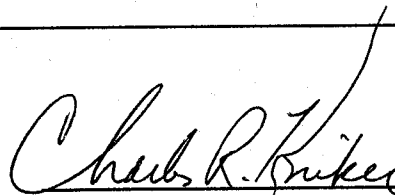
- **Instructional environment:** The use of instructional technology is increasing at the five institutions. Class sizes at universities are increasing. There is a decline in tenured and tenure track faculty teaching undergraduates.
- **Student Profile and Performance:** Undergraduate enrollment increased 2.9%. Professional student enrollments increased 8.4%; graduate enrollments declined -1.3%. The six-year graduation rate improved at all universities. Passage rates on professional examinations remain very high. Reflecting the state and national economic pictures, the percentage of students employed after graduation declined slightly.
- **Educational Outreach and Service:** Substantial increases in credit and non-credit course enrollments. The number of extension clients declined.
- **Faculty Profile and Performance:** For the fourth year in a row, the number of resignations increased. Sponsored research funding increased at all universities.
- **Diversity:** Employment of minorities at Regent institutions is stable, with slight declines. Student enrollments of minority students increased at ISU and UNI, but declined slightly at SUI.
- **Expenditures, Financing, and Funding:** The unit cost of instruction per student continues to rise. Tuition increases and compliance with the Board's reallocation policy reflect the Board's aspirations for quality as state appropriations decline. Deferred maintenance backlogs continue to increase as tight budgets limit available resources for maintenance.

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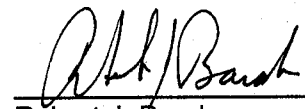
**Performance  
Indicator Charts:**

See pages 5-79.

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Charles R. Kniker

Approved:

  
Robert J. Barak

**BOARD OF REGENTS,  
STATE OF IOWA**

**Annual Report  
on  
Performance Indicators  
For 2001**

**University of Iowa  
Iowa State University  
University of Northern Iowa  
Iowa School for the Deaf  
Iowa Braille and Sight Saving School  
and the  
Board of Regents, State of Iowa**

**January 2002**

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## **INSTRUCTIONAL ENVIRONMENT**

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## **INSTRUCTIONAL ENVIRONMENT**

For academic institutions, one of the most important areas to be monitored is the quality of classroom instruction. Key elements in the instructional environment are the size of the class, the quality of the faculty, and the resources used. In recent years, the institutions and the Board of Regents have paid particular attention to equipping classrooms with appropriate technological resources and assessing faculty use of computers in the academic enterprise.

### **Average [Undergraduate] Class Size Performance Indicator #5**

At the university level, there are many sizes of classes, ranging from large lecture sections to small seminars. The purpose of a course and its related technology resources also result in various class sizes.

To arrive at meaningful figures that are comparable at the Regent universities and peer institutions, three levels of classrooms and two data figures are provided. The classroom size reported is on an "organized lecture-type class." As the data indicate, such a class at the freshman or sophomore level (i.e., lower division) has more students than the same type class at the junior or senior level (i.e., upper division).

The third category of data sums the lower and upper division. Realizing that the "average" number reported would represent both rather large classes and smaller number of courses, the institutions provide the median number of students per class. The median number represents the middle figure of the class size, with half of the students above and half below the figure. For the three universities, the data show only slight changes from year to year.

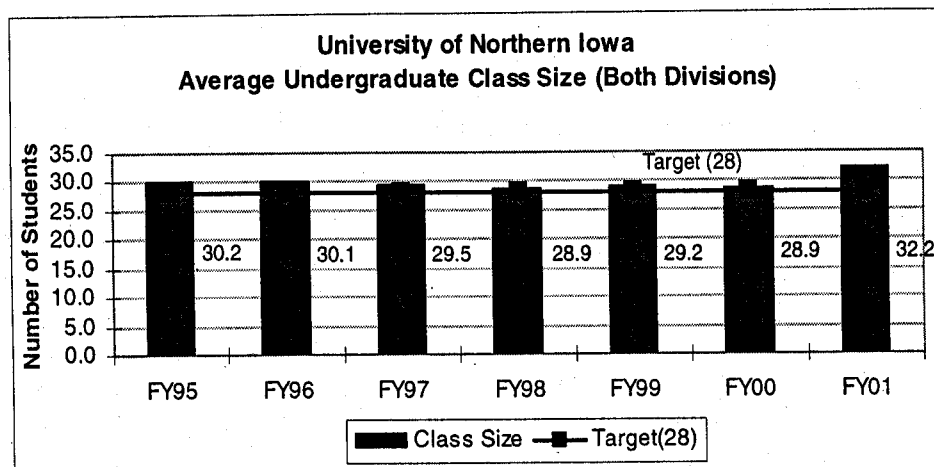
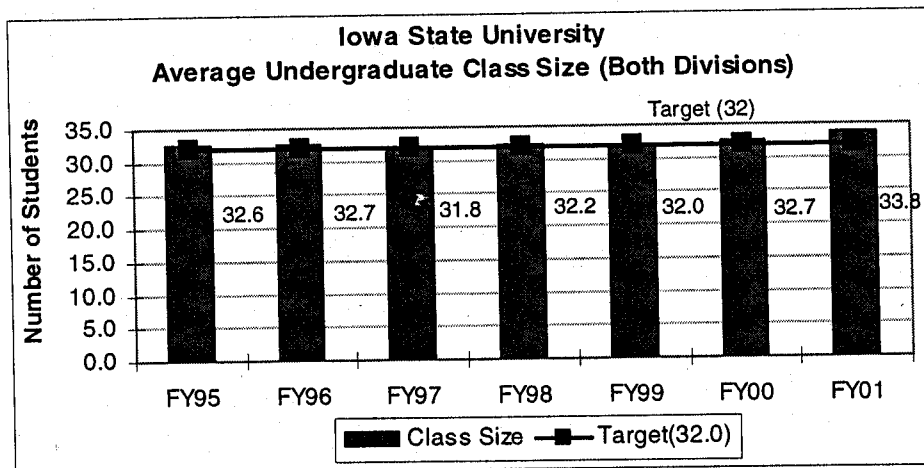
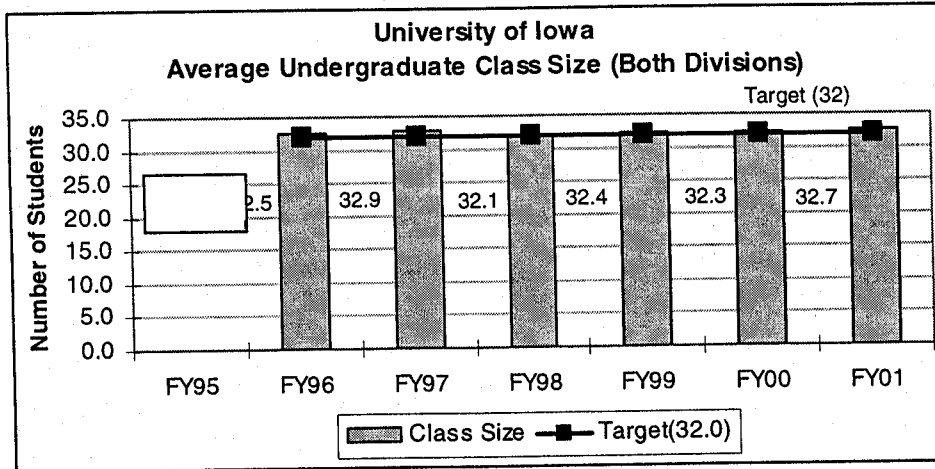
This Performance Indicator relates to Board of Regent Strategic Plan Action Step 1.1.1.2, "ensure class size is appropriate for subject matter being taught."



**Undergraduate Class Size  
Performance Indicator #5**

Related Action Step	University of Iowa			Iowa State University			University of Northern Iowa		
1.1.1.2									
Lower Division		<u>Avg.</u>	<u>Median</u>		<u>Avg.</u>	<u>Median</u>		<u>Avg.</u>	<u>Median</u>
	94-95	NC	NC	94-95	37.3	24.0	94-95	33.7	26.0
	95-96	37.2	21.0	95-96	36.5	23.0	95-96	34.9	25.0
	96-97	36.5	21.0	96-97	36.5	24.0	96-97	35.5	26.0
	97-98	36.5	21.0	97-98	37.0	24.0	97-98	33.2	25.0
	98-99	37.1	21.0	98-99	36.9	24.0	98-99	32.9	25.0
	99-00	38.3	22.0	99-00	39.5	24.0	99-00	34.6	25.0
	00-01	40.3	22.0	00-01	40.1	24.0	00-01	35.8	26.0
	Target	37.0	21.0	Target	37.0	24.0	Target	33.0	27.0
Upper Division	94-95	NC	NC	94-95	24.7	19.0	94-95	23.9	23.0
	95-96	28.0	19.0	95-96	24.7	20.0	95-96	22.8	21.0
	96-97	31.0	20.0	96-97	23.4	18.0	96-97	23.1	21.0
	97-98	27.3	18.0	97-98	24.2	19.0	97-98	23.3	22.0
	98-99	27.6	20.0	98-99	24.3	18.0	98-99	24.2	24.0
	99-00	26.1	18.0	99-00	24.5	18.0	99-00	22.8	23.0
	00-01	26.5	18.0	00-01	25.7	19.0	00-01	25.6	25.0
	Target	28.0	20.0	Target	24.0	TBP	Target	23.0	25.0
Combined Lower and Upper Divisions	94-95	NC	NC	94-95	32.6	23.0	94-95	30.2	25.0
	95-96	32.5	20.0	95-96	32.7	22.0	95-96	30.1	24.0
	96-97	32.9	20.0	96-97	31.8	22.0	96-97	29.5	24.0
	97-98	32.1	21.0	97-98	32.2	22.0	97-98	28.9	24.0
	98-99	32.4	21.0	98-99	32.0	22.0	98-99	29.2	24.0
	99-00	32.3	20.0	99-00	32.7	22.0	99-00	28.9	25.0
	00-01	32.7	21.0	00-01	33.8	23.0	00-01	32.2	26.0
	Target	32.0	21.0	Target	32.0	22.0	Target	28.0	24.0

Iowa School for the Deaf		Iowa Braille and Sight Saving School	
Year	No.	Year	No.
94-95	4.0	94-95	3.2
95-96	3.5	95-96	3.3
96-97	4.2	96-97	3.2
97-98	3.2	97-98	3.2
98-99	3.7	98-99	2.9
99-00	3.9	99-00	2.6
00-01	3.1	00-01	3.8

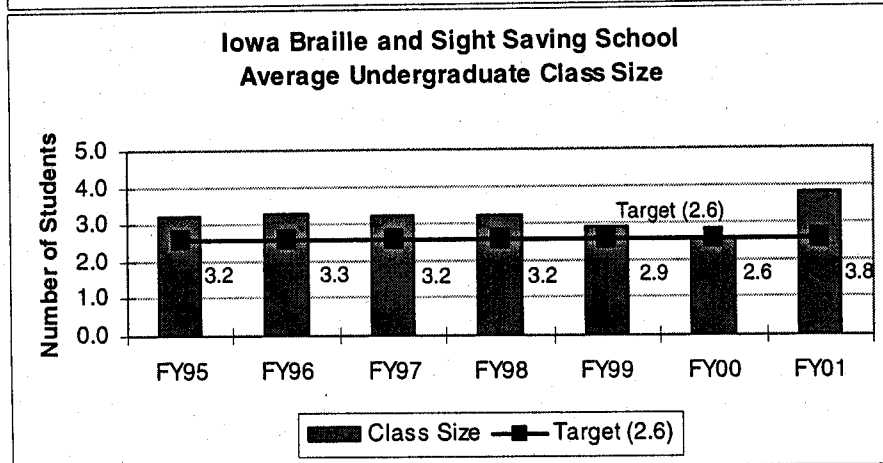
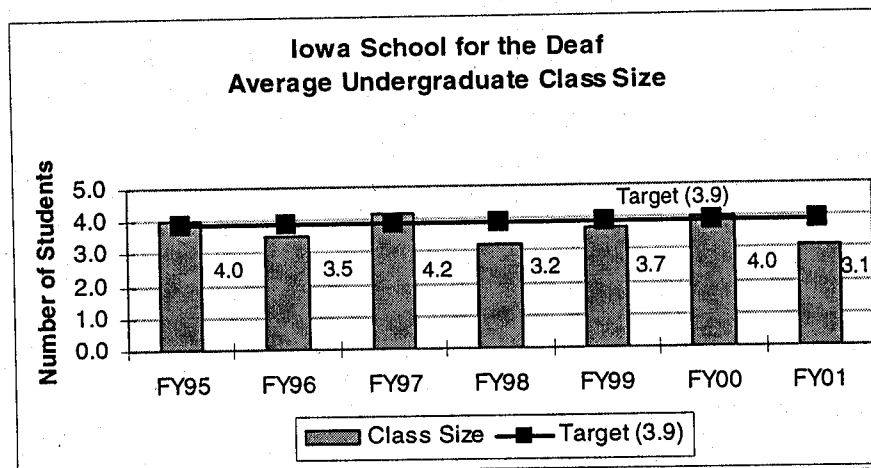


**Average Class Size  
Performance Indicator #5**

**Special Schools**

The average class size at the Iowa School for the Deaf changed slightly in the first four reporting years. Due to the addition of students from Nebraska, average class size increased in FY 1999 and FY 2000. As students from Nebraska graduate, the average class size is decreasing.

Until this year, the average class size at Iowa Braille and Sight Saving School has shown a gradual decline. As noted elsewhere, IBSSS is increasing its educational responsibilities with students and their families at off-campus locations.



**Number and Percentage of General Assignment  
Technology-Equipped Classrooms  
Performance Indicator #7**

**Regent Universities**

For the Regent universities, general assignment classrooms are understood to be classrooms other than laboratories or other specialized rooms. They are to have the technological resources that are appropriate for the classes that meet in the room, typically computers, video production equipment, and Internet connection capability. The University of Iowa's target was to have 100, or one-half of its 200 general assignment classrooms, technologically equipped by the fifth year of its 1995-2000 Strategic Plan. Its latest report is that 100, or 50%, have been equipped. UNI did not collect data until 1999-2000, but was able to report that last year 255 of its 268 general assignment classrooms have been equipped. ISU did not set a target. It reports that 78 of 236 general assignment classrooms, almost 33%, are now equipped with appropriate technology

This indicator relates to Action Step 1.1.1.4, "encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies," of the Board of Regent Strategic Plan.

University of Iowa				Iowa State University				University of Northern Iowa			
	No.	Ttl.	Pct.		No.	Ttl.	Pct.		No.	Ttl.	Pct.
95-96	22	200	11.0%	95-96	39	240	16.3%	95-96	NC	NC	NC
96-97	36	200	18.0%	96-97	57	236	24.2%	97-98	NC	NC	NC
97-98	42	200	21.0%	97-98	64	236	27.1%	97-98	NC	NC	NC
98-99	63	200	31.5%	98-99	66	236	28.0%	98-99	NC	NC	NC
99-00	81	200	40.5%	99-00	70	236	29.7%	99-00	264	246	93%
00-01	100	201	50.0%	00-01	78	236	33.0%	00-01	267	254	95%
Target	100	200	50.0%	Target	NP			Target	268	268	100%

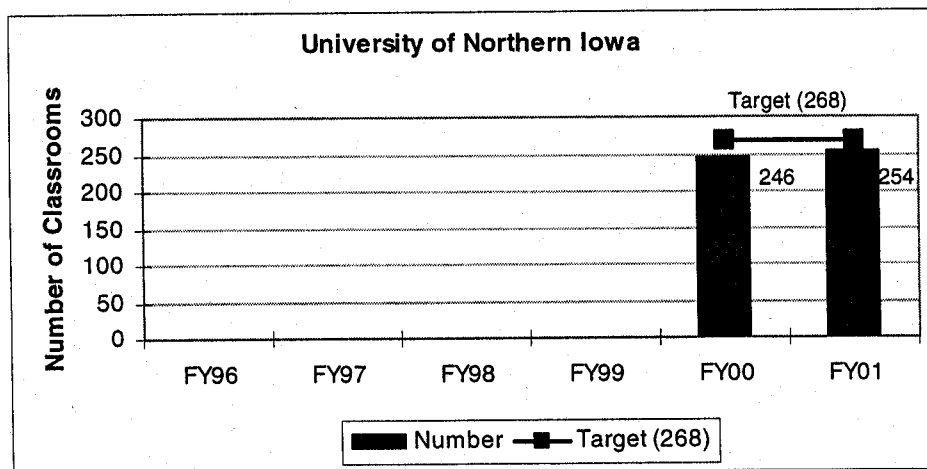
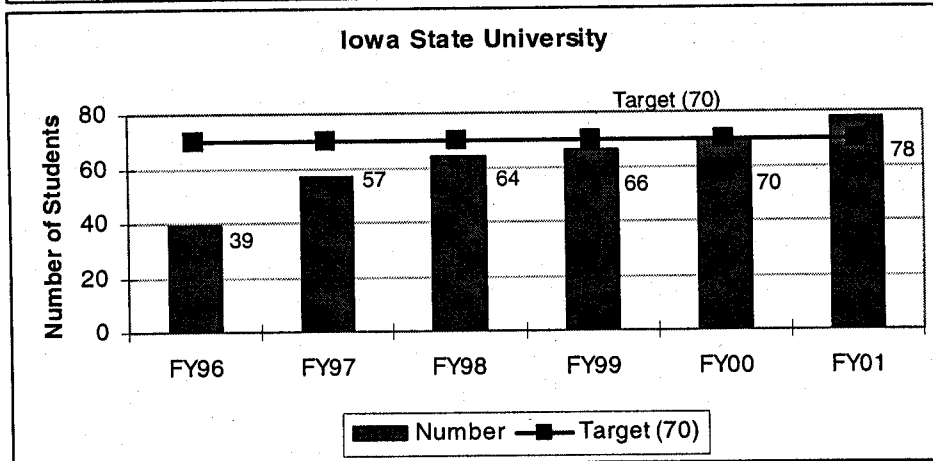
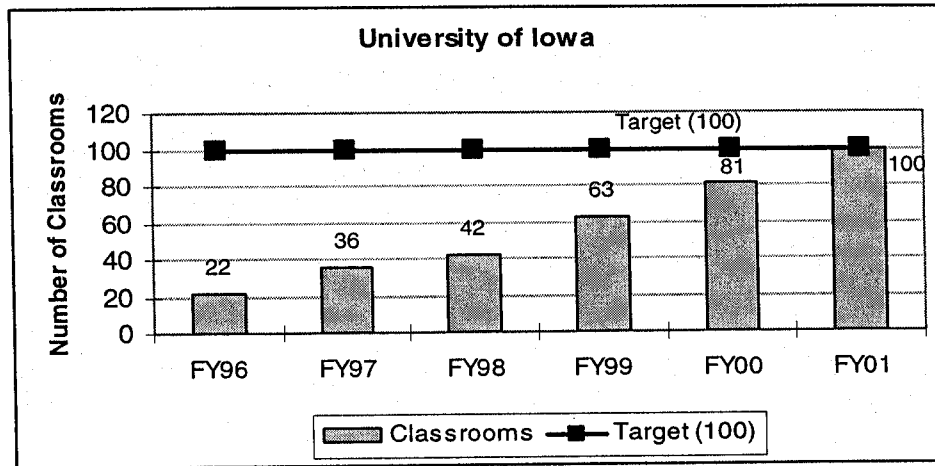
**Electronic Library Resources/Services  
Performance Indicator #7b**

**Iowa State University**

In the new Iowa State University Strategic Plan, a new indicator related to Indicator #7 is "Electronic Library Resources/Services," as measured by the total requests to the Library website. The new indicator (hereafter identified as #7b) reflects ISU's goals of learning and discovery. No chart is provided for #7b.

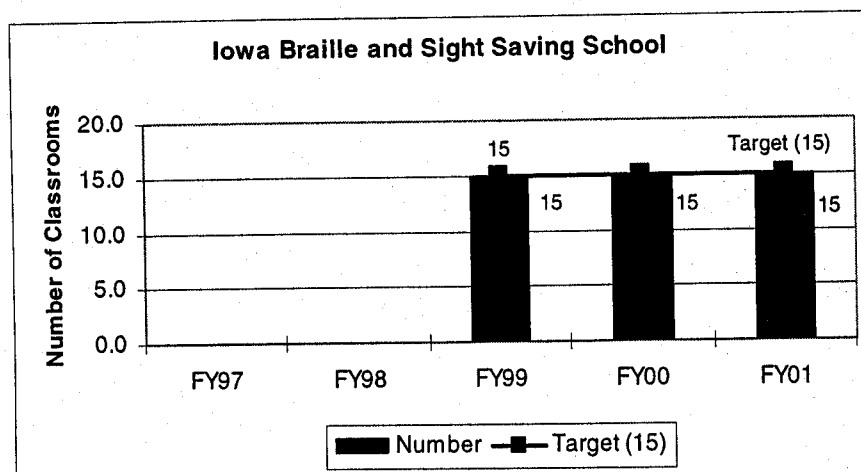
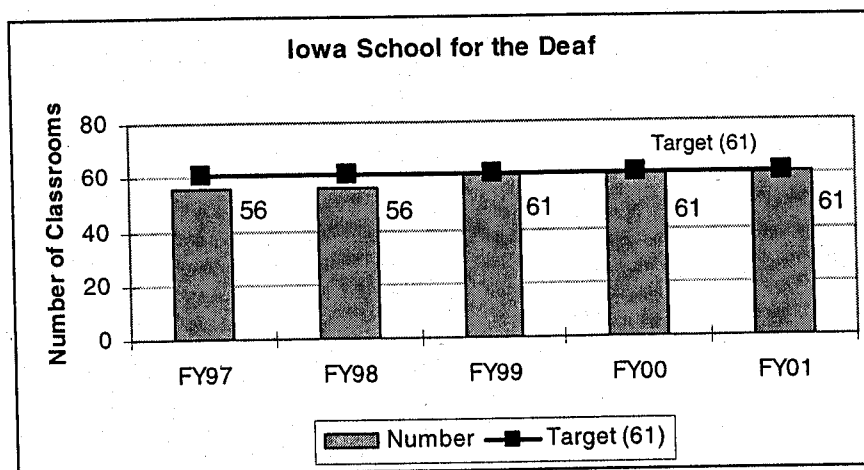
Year	Number of Library requests (website)
FY 97	2.6 million
FY 98	5.7 million
FY 99	7.7 million
FY 00	11.9 million
FY 01	15.5 million

**Number of General Assignment  
Technology-Equipped Classrooms  
Regent Universities – Performance Indicator #7**



### Number and Percentage of General Assignment Technology-Equipped Classrooms Special Schools – Performance Indicator #7

The two special schools have a limited number of classrooms. They report that all of their classrooms are equipped with the special technological equipment needed for their students. IBSSS has collected data for the past three years.



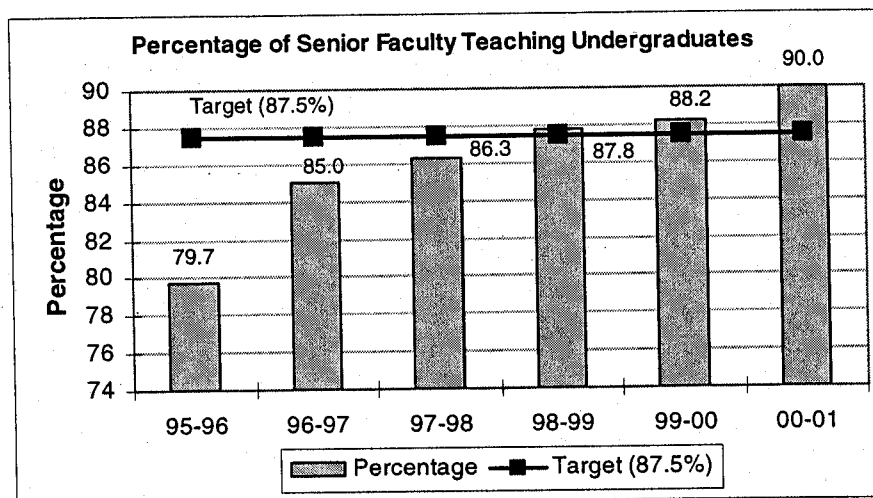
Note: Indicator for IBSSS began in FY99.

Iowa School for the Deaf			Iowa Braille and Sight Saving School		
	No.	Pct.		No.	Pct.
95-96	NC	NC	95-96	NC	10%
96-97	56	75%	96-97	NP	50%
97-98	56	80%	97-98	NP	75%
98-99	61	100%	98-99	15	100%
99-00	61	100%	99-00	15	100%
00-01	61	100%	00-01	15	100%

**Percentage of Senior Faculty (Tenured Associate  
and Full Professors) Teaching Undergraduates  
Performance Indicator #2**

**University of Iowa**

For the past three years, the University of Iowa has exceeded its target of 87.5% of senior faculty teaching undergraduates. SUI reported in 2000-01 that 90.0% of the senior faculty taught undergraduates, an increase from 88.2% the previous year. This performance indicator relates to Action Step 1.1.1.1 of the Board of Regent Strategic Plan.



Year	Percentage of Senior Faculty
95-96	79.7%
96-97	85.0%
97-98	86.3%
98-99	87.8%
99-00	88.2%
00-01	90.0%

**Percentage of Undergraduate Student Credit Hours  
Taught by Tenured/Tenure Track Faculty  
Performance Indicator #1**

**Regent Universities**

The Annual Report on Faculty Activities offers the most thorough examination of teaching workload at the three Regent universities. Data in that report are analyzed using faculty status (tenured, tenure track, non-tenure track, and others) or level of appointment (professor, associate professor, assistant professor, instructor, graduate teaching assistant). In addition to this common data set, each university has at least one other indicator related to undergraduate teaching.

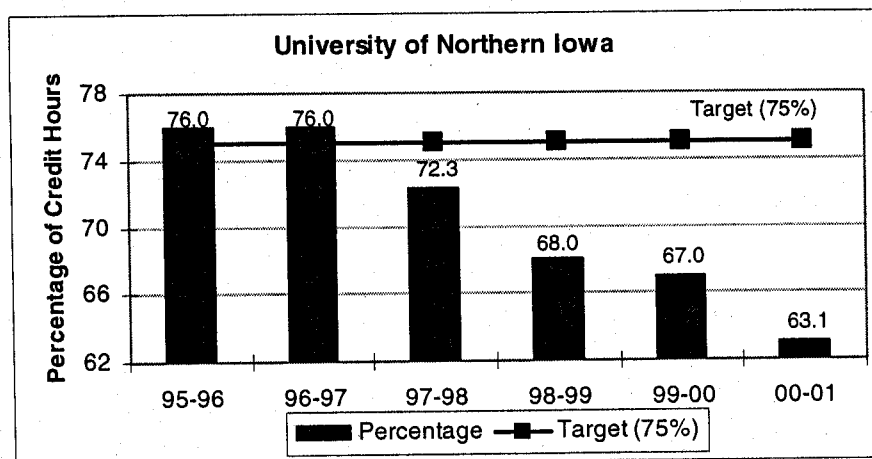
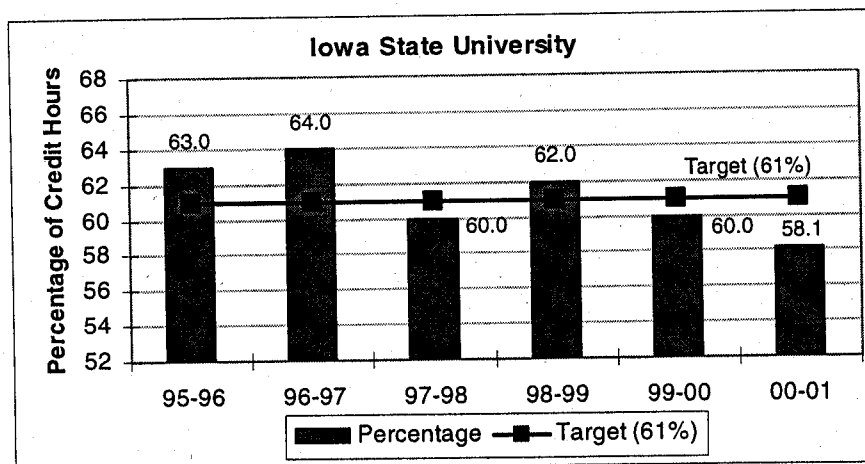
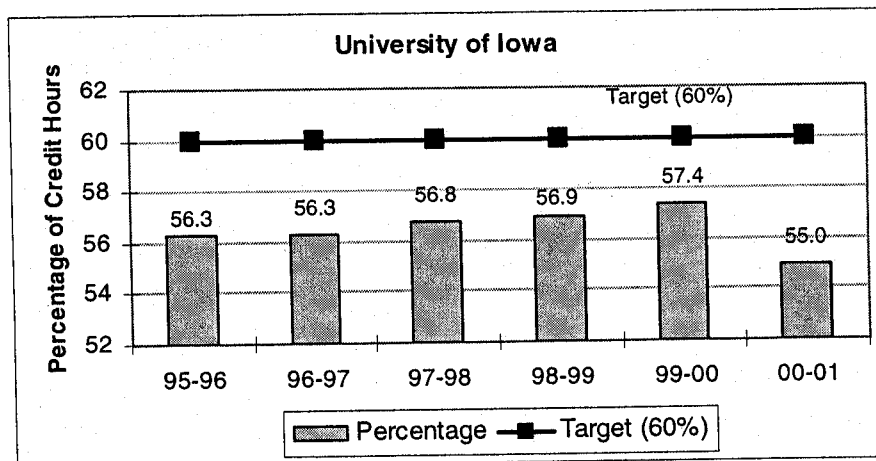
At each institution, teaching of undergraduates is a high priority. At the two research universities, the percentage of student credit hours (SCHs) taught by tenured and tenure track faculty has tended to be stable from year to year. At UNI, the comprehensive regional university, the percentage of tenured/tenure track faculty is higher, but also shows more change from year to year. The reduction in funding for the Regent universities in recent years is evident in the lowered percentage of tenured and tenure track faculty and the increase in non-tenured faculty.

This indicator reflects Board of Regent Strategic Plan Action Step 1.1.1.1, "increase the percentage of undergraduate courses taught by senior faculty."

University of Iowa		Iowa State University		University of Northern Iowa	
93-94	59.3%	93-94	63.0%	93-94	75.0%
94-95	NC	94-95	64.0%	94-95	NC
95-96	56.3%	95-96	63.0%	95-96	76.0%
96-97	56.3%	96-97	64.0%	96-97	76.0%
97-98	56.8%	97-98	60.0%	97-98	72.3%
98-99	56.9%	98-99	62.0%	98-99	68.0%
99-00	57.4%	99-00	60.0%	99-00	67.0%
00-01	55.0%	00-01	58.0%	00-01	63.1%
Target	60.0%	Target	61.0%	Target	75.0%



**Percentage of Undergraduate Student Credit Hours  
Taught by Tenured/Tenure Track Faculty  
Regent Universities – Performance Indicator #1**



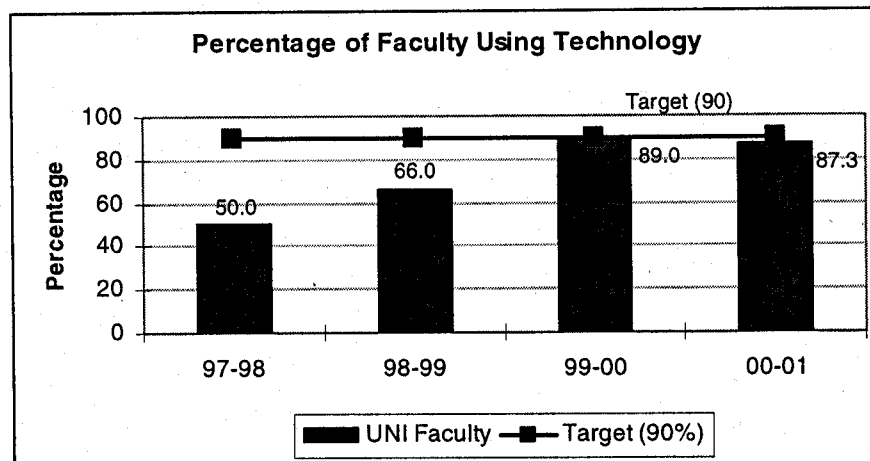
**Number, Total, and Percentage of Faculty  
Using Instructional Technology  
Performance Indicator #6**

**University of Northern Iowa**

This indicator is both a University of Northern Iowa indicator in its new Strategic Plan (1.1.1.) and an indicator found in previous Performance Indicator reports. This UNI indicator embodies Action Step 1.1.1.4 of the Board of Regent Strategic Plan, "encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies."

Last year, the University of Iowa requested that it be allowed to replace this indicator; therefore, its previous data are omitted from this year's report.

Data have been collected for four years on this indicator. The first year's figure is essentially an estimate. From the first reporting year to the third, the percentage of faculty using instructional technology rose dramatically. However, this past year's small decline reflects the diminished financial resources experienced by the University. For the last reporting year, 536 of a total of 614 faculty members, or 87.3%, are using instructional technology in their classrooms. Last year the figures were 542 of a total of 609 faculty members, or 89.0%.



Year	Number of Faculty	Percentage
97-98	Not Available	50.0%
98-99	349 of 529	66.0%
99-00	542 of 609	89.0%
00-01	536 of 614	87.3%

The University has set a target of 90%.

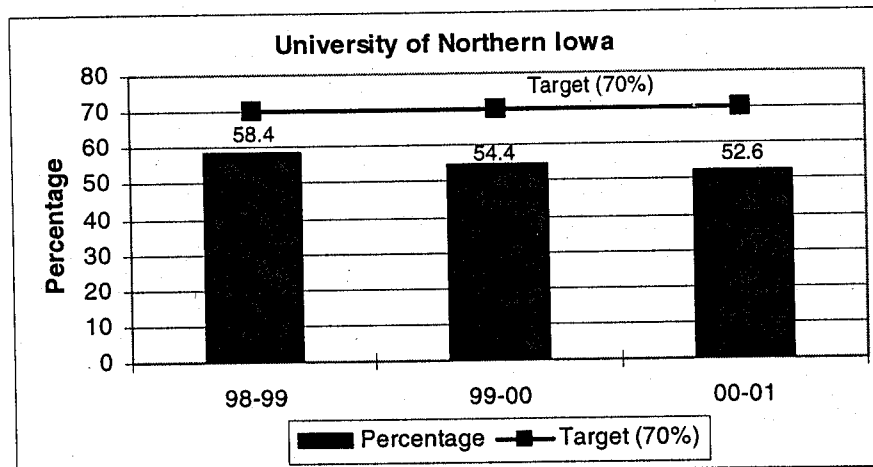
**Percentage of Lower Division Courses Taught by Senior Faculty**  
**Performance Indicator #3**

**University of Northern Iowa**

In previous years, both Iowa State University and the University of Northern Iowa have reported this indicator. Iowa State University has requested that this indicator be replaced with a different indicator in its 2000-05 Strategic Plan.

For the University of Northern Iowa, this indicator measures the percentage of lower division courses (typically first and second year courses) taught by tenured and tenure-track faculty. The percentage does include some assistant professors.

According to the three years of data now available, there has been a decline in the percentage of senior faculty teaching undergraduates. This drop is due to the enrollment increases and the high percentage of faculty retirements.



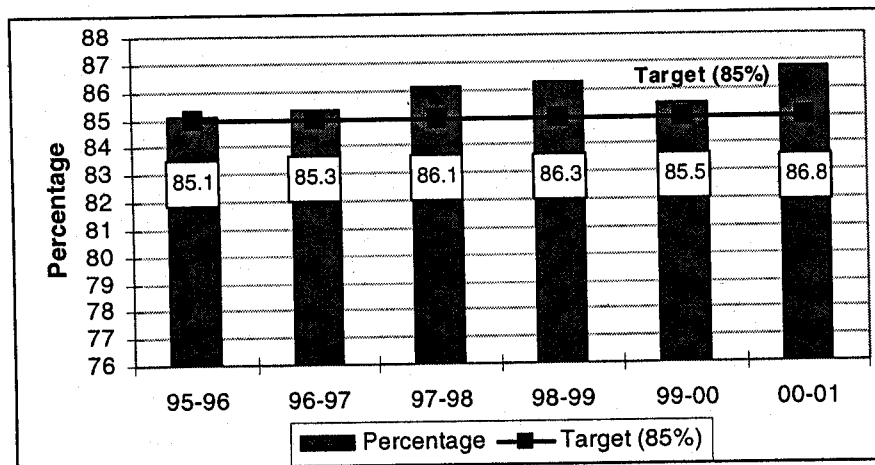
Year	Percentage of Senior Faculty
98-99	58.4%
99-00	54.4%
00-01	52.6%
Target	70.0%

**Percentage of Senior Faculty Teaching  
At Least One Undergraduate Course Annually  
Performance Indicator #4**

**Iowa State University**

For ISU, one measure of the commitment to undergraduate teaching is its data on the percentage of senior faculty who teach at least one undergraduate course annually. As the data indicate, the target has been exceeded each year of the Strategic Plan. The annual percentage has varied slightly, ranging from a low of 85.1% in 1995-96 to a new high of 86.8% in 2000-01.

This Performance Indicator relates to Action Step 1.1.1.1 of the Board of Regent Strategic Plan, "increase the percentage of undergraduate courses taught by senior faculty."



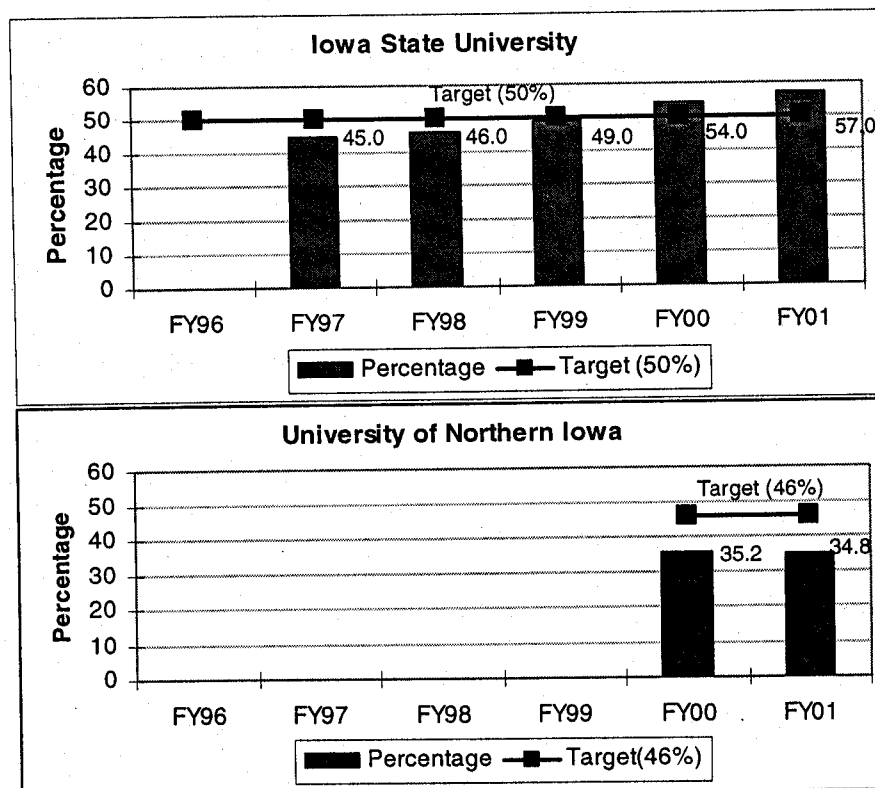
Year	Percentage of Senior Faculty
95-96	85.1%
96-97	85.3%
97-98	86.1%
98-99	86.3%
99-00	85.5%
00-01	86.8%
Target	85.0%

**Percentage of Course Sections Using  
Computers as Integral Teaching Aid  
Performance Indicator #8**

**Iowa State University and University of Northern Iowa**

Originally, this indicator applied only to Iowa State University, as it was part of its former Strategic Plan. It now includes the other two universities. However, last year the University of Iowa requested that it be allowed to replace this indicator with another one in its new Strategic Plan. Indicator #8 now applies only to ISU and UNI. The new SUI indicator is identified as Indicator #8b. It emphasizes the replacement rates for instructional technology equipment (see next page).

Both indicators are related to Action Step 1.1.1.4 of the Board of Regent Strategic Plan, "encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies."



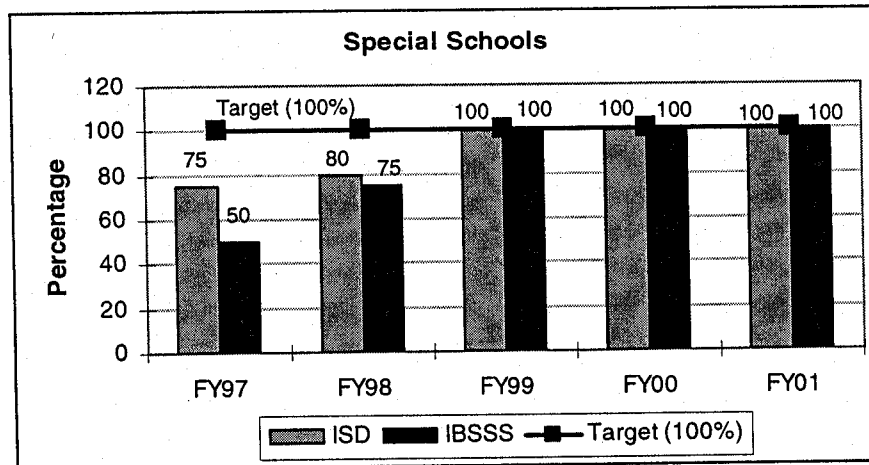
Note: UNI began reporting in FY00.

Iowa State University		University of Northern Iowa	
95-96	NC	95-96	NC
96-97	45.0%	96-97	NC
97-98	46.0%	97-98	NC
98-99	49.0%	98-99	NC
99-00	54.0%	99-00	35.2%
00-01	57.0%	00-01	34.8%
Target	50.0%	Target	46.0%

**Percentage of Classrooms Using Computers  
as an Integral Teaching Aid  
Performance Indicator #8**

**Special Schools**

As shown in the data, all the appropriate classrooms at the special schools now incorporate computers as an integral teaching aid.



	Iowa School for the Deaf	Iowa Braille and Sight Saving School
Year	Percentage	Percentage
96-97	75%	50%
97-98	80%	75%
98-99	100%	100%
99-00	100%	100%
00-01	100%	100%

**Instructional Technology Equipment Replacement  
Indicator #8b  
University of Iowa**

The new indicator for the University of Iowa focuses on replacement of instructional technology equipment. In 1999-00, the replacement rate was scheduled on a five-year cycle. In 2000-01, the replacement rate was lowered to four years. The target is to replace instructional technology equipment on a three-year cycle. No chart is provided for Indicator #8b.

Year	Replacement Cycle
99-00	5-year replacement rate
00-01	4-year replacement rate
Target	3-year replacement rate

## **STUDENT PROFILE AND PERFORMANCE (Enrollment, Retention, and Performance)**

### **All Regent Institutions**

- Fall Enrollment, by Level, Age, and Residency (#38) Pages 24-27
- Undergraduate Student Retention and Graduation Rates (#42) Pages 28-29

### **Regent Universities**

- Percentage of Professional Students Passing Licensure Examinations (SUI, ISU, UNI) (#13a) Page 30
- Percentage of All Graduates Employed Within One Year (SUI, ISU, UNI) (#13b) Pages 31-32

A common input performance indicator is student enrollment. The Board of Regents requires each of its institutions to report annually its fall enrollment figures. The enrollment figures are presented to the Board in October and November of each year. For years, a common output measure has been student graduation rates. In more recent years, attention has also been given to the retention rate of students after the first and second years.

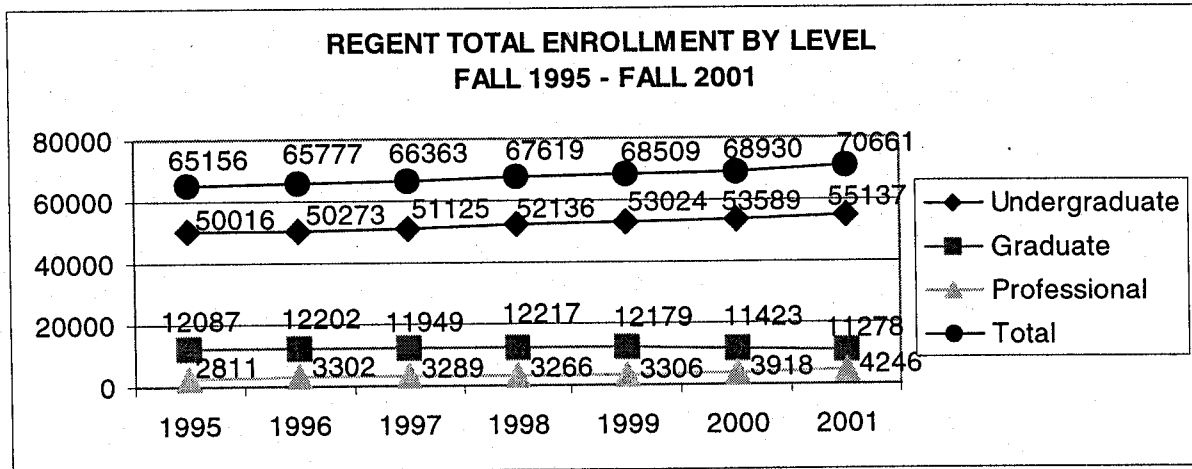
Other output measures include the percentage of professional students passing licensure examinations and the percentage of all graduates employed within one year of graduation.

An input measure found in the strategic plan of the University of Iowa, the Graduate Record Exam of entering graduate students, is no longer included.

### Fall Enrollment by Level, Age, and Residency [and Mean Age] Performance Indicator #38

Undergraduate enrollment at Regent universities increased by 1,548 students (+2.9%) from 53,589 in Fall 2000 to 55,137 in Fall 2001. Graduate enrollment at Regent universities decreased by 145 students (-1.3%) from 11,423 in Fall 2000 to 11,278 in Fall 2001. Professional school enrollment at Regent universities increased by 328 students (+8.4%) from 3,918 in Fall 2000 to 4,246 in Fall 2001.

The data on age and residency status follow on a subsequent page.

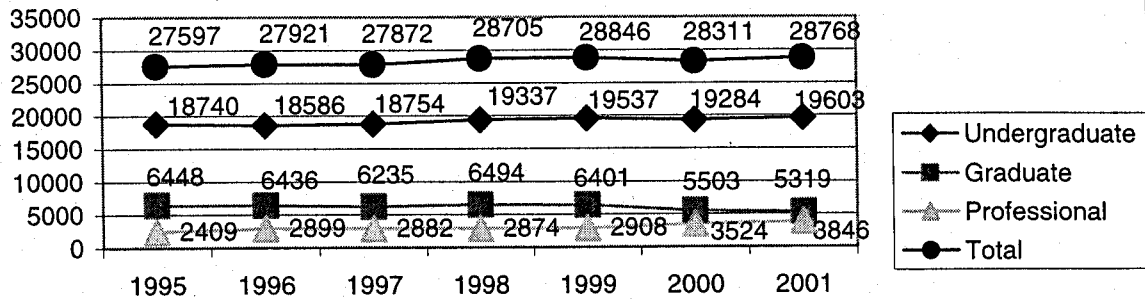


	1995	1996	1997	1998	1999	2000	2001
<b>Undergraduate</b>	50,016	50,273	51,125	52,136	53,024	53,589	55,137
<b>Graduate</b>	12,087	12,202	11,949	12,217	12,179	11,423	11,278
<b>Professional</b>	2,811	3,302	3,289	3,266	3,306	3,918	4,246
<b>Total</b>	65,156	65,777	66,363	67,619	68,509	68,930	70,661

The data for each university is found under each university's chart on the following two pages.

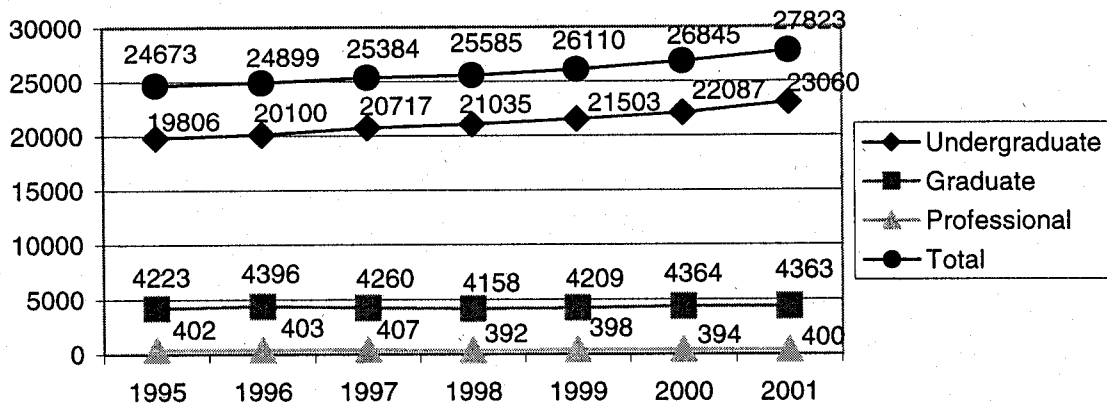


**UNIVERSITY OF IOWA ENROLLMENT BY LEVEL  
FALL 1995 - FALL 2001**

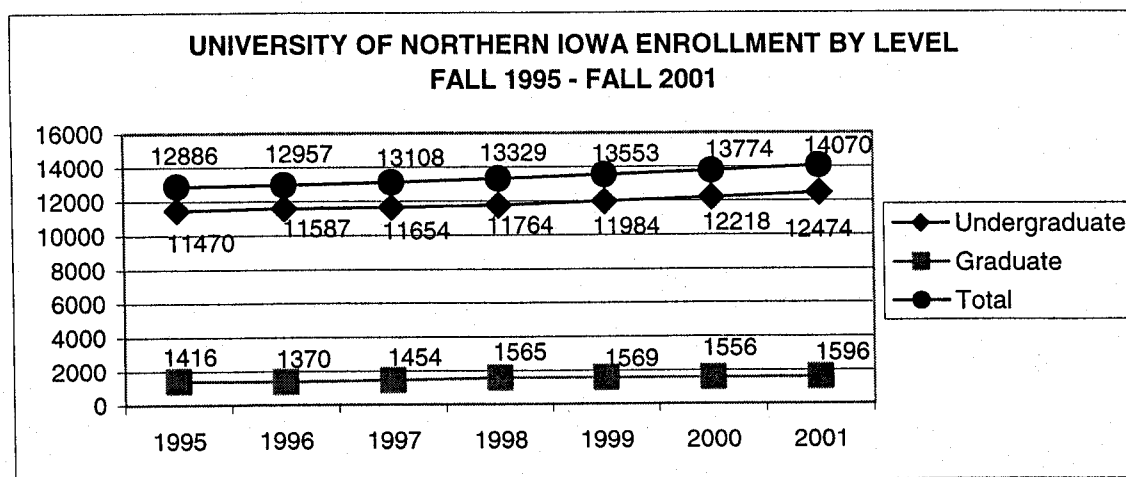


	1995	1996	1997	1998	1999	2000	2001
<b>Undergraduate</b>	18,740	18,586	18,754	19,337	19,537	19,284	19,603
<b>Graduate</b>	6,448	6,436	6,235	6,494	6,401	5,503	5,319
<b>Professional</b>	2,409	2,899	2,882	2,874	2,908	3,524	3,846
<b>Total</b>	27,597	27,921	27,872	28,705	28,846	28,311	28,768

**IOWA STATE UNIVERSITY ENROLLMENT BY LEVEL  
FALL 1995 - FALL 2001**

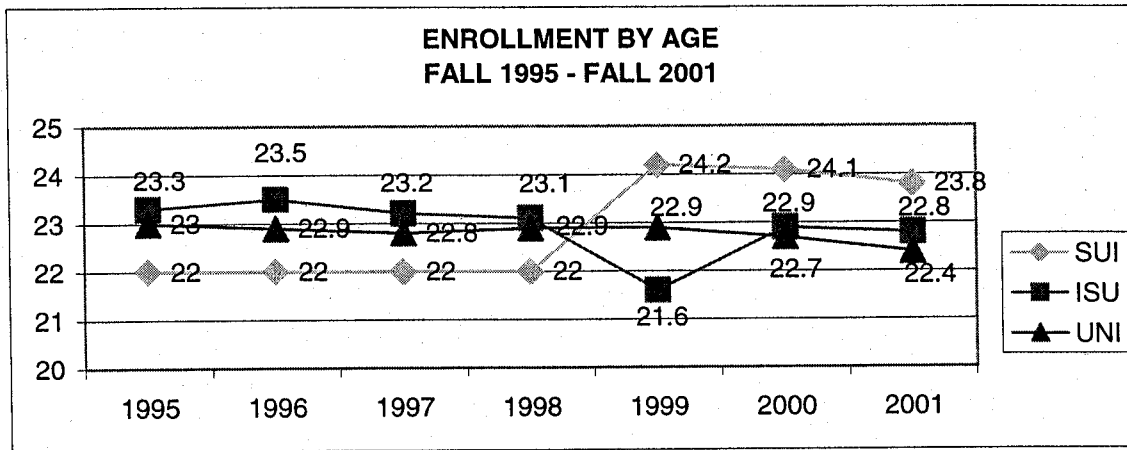


	1995	1996	1997	1998	1999	2000	2001
<b>Undergraduate</b>	19,806	20,100	20,717	21,035	21,503	22,087	23,060
<b>Graduate</b>	4,223	4,396	4,260	4,158	4,209	4,364	4,363
<b>Professional</b>	402	403	407	392	398	394	400
<b>Total</b>	24,673	24,899	25,384	25,585	26,110	26,845	27,823

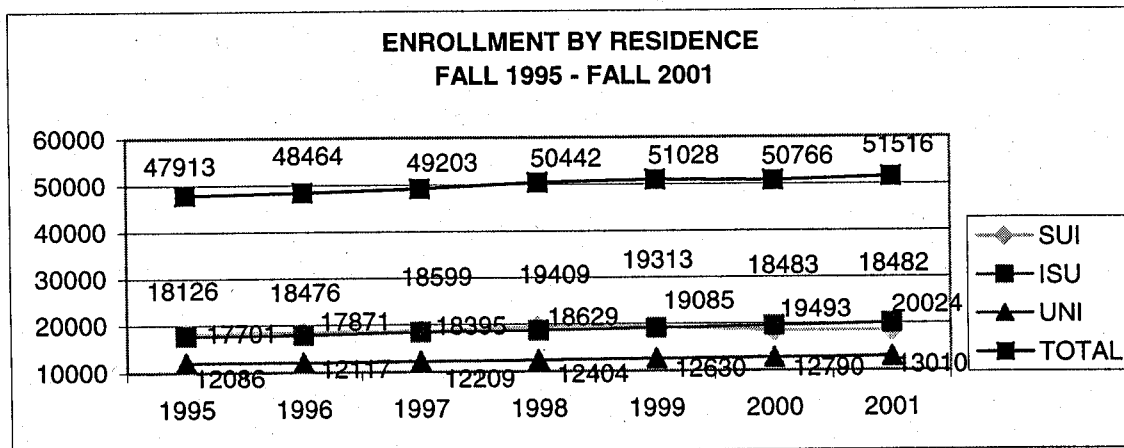


	1995	1996	1997	1998	1999	2000	2001
Undergraduate	11,470	11,587	11,654	11,764	11,984	12,218	12,474
Graduate	1,416	1,370	1,454	1,565	1,569	1,556	1,596
Total	12,886	12,957	13,108	13,329	13,553	13,774	14,070

The enrollment of undergraduate students who are 25 years and older decreased by 71 (-1.5%) in Fall 2001 compared to one year ago. This resulted in an increase in the proportion of undergraduates that is under 25 years of age from 91.1% (48,828) in Fall 2000 to 91.5% (50,447) in Fall 2001.

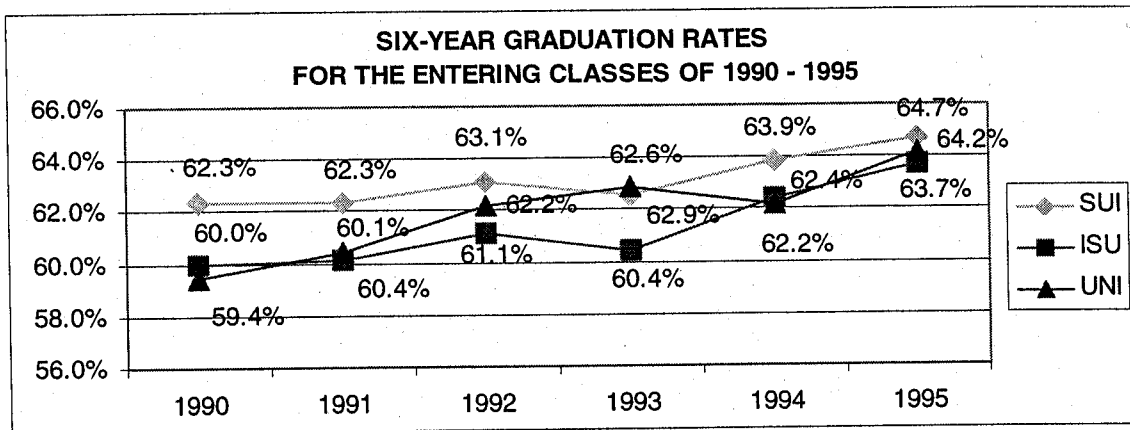


The number of students who are residents of Iowa increased by 1.5% from 50,766 to 51,516. However, the proportion of residents to non-residents decreased from 73.6% to 72.9%.



### Undergraduate Student Retention and Graduation Rates Performance Indicator #42

Six-year graduation rates for the most recent reporting year – the entering class of 1995 – increased at SUI from 63.9% to 64.7%; at ISU, the rate increased from 62.4% to 63.7%; and at UNI, the rate increased from 62.2% to 64.2%.



The specific data table below reflects data for the entering class of 1995 by ethnic group of what is presented in the chart above, the combined graduation rate averages of the three universities. The last five years of data from each university is found on the next page.

	1-year ret.	4-year grad.	6-year grad.
<b>Native American</b>	66.7%	33.3%	66.7%
<b>African-American</b>	71.4%	9.7%	40.6%
<b>Asian-American</b>	84.3%	33.0%	59.7%
<b>Hispanic-American</b>	79.5%	39.0%	52.1%
<b>White</b>	82.1%	38.1%	66.1%
<b>Total</b>	81.7%	37.3%	64.7%
<b>Minority</b>	78.2%	28.7%	52.6%

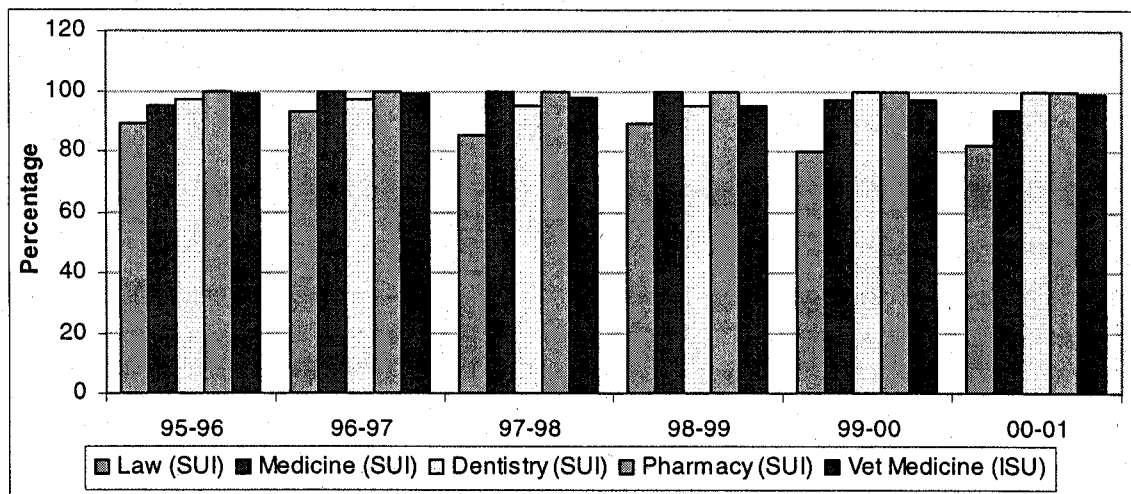
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# **Percentage of Professional Students Passing Licensure Examinations Performance Indicator #13a**

## **University of Iowa and Iowa State University**

Historically, the Board of Regents has compiled data on the percentage of professional students who pass licensure examinations in four programs at the University of Iowa and one program at Iowa State University. At the University of Iowa, the programs are law, medicine, dentistry, and pharmacy. At Iowa State University, the veterinary medicine program is the only one for which data are collected. This year, data have been compiled for additional programs at the University of Iowa and are reported below.

The related Board of Regent Strategic Plan Action Step is 1.1.2.5, "each institution report on the percentage of professional students that pass licensing exams and exceed national or state average (as appropriate)."



Related Action Step --Quality	University of Iowa				Iowa State University	
1.1.2.5	<u>Law</u>	<u>Med</u>	<u>Dtry</u>	<u>Phrmy</u>	<u>Vet</u>	
	95-96	89%	95%	97%	100%	95-96 99%
	96-97	93%	100%	97%	100%	96-97 99%
	97-98	85%	100%	95%	100%	97-98 98%
	98-99	89%	100%	95%	100%	98-99 95%
	99-00	80%	97%	100%	100%	99-00 97%
	00-01	82%	94%	100%	100%	00-01 99%
	Target	90%	100%	95%	100%	Target 98%
Other Exams, 2000-01: Pass Rates						
(Professional)		<u>SUI</u>		<u>National</u>		
CPA Exam		70%		53%		
Clinical Lab. Science		83%		78%		
Engineering		67-100%		57-85%		
Nuclear Med. Tech		100%		81%		
Nursing		83%		84%		
Physical Therapy		100%		87%		
Physician Assistant		100%		92%		
Radiation Therapy		100%		84%		
Radiologic Technology		100%		89%		

**Percentage of All Graduates Employed Within One Year  
Performance Indicator #13b**

**Regent Universities**

The data now collected by the universities through self-reports by recent graduates provide summary information in three broad areas – employment status, further academic study, or other. Employment includes both full- and part-time employment. The "study" category includes those who are studying full- or part-time. The "other" category includes graduates who have stated they are still seeking employment, as well as those who have indicated they are not seeking employment.

The universities are in the process of revising the questions asked of recent graduates. In 2002, more data will be available on the reasons why students are taking the job opportunity they have selected.

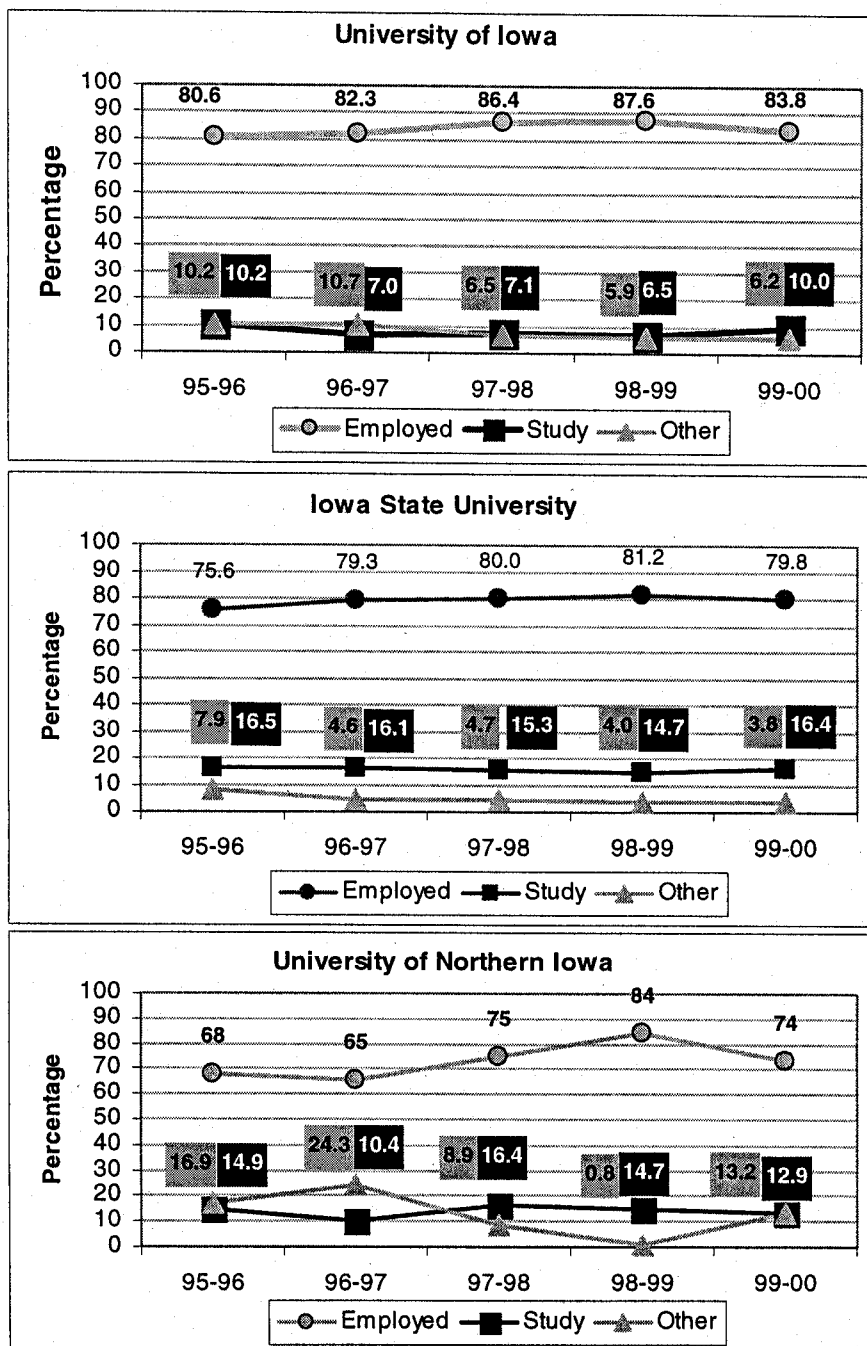
The statistics from ISU and UNI represent graduates from all colleges. From SUI, the statistics are from undergraduates in the Colleges of Business, Education, Engineering, and Nursing, as well as a small sample from the College of Liberal Arts and Sciences. SUI is in the process of expanding its reporting career placement options of graduates of the College of Liberal Arts and Sciences. Beginning in 1998-99, data from the College of Liberal Arts and Sciences are included.

University of Iowa				Iowa State University				University of Northern Iowa			
	<u>Employed</u>	<u>Study</u>	<u>Other</u>		<u>Employed</u>	<u>Study</u>	<u>Other</u>		<u>Employed</u>	<u>Study</u>	<u>Other</u>
93-94	NA	NA	NA	93-94	75.6%	16.5%	7.9%	93-94	69.0%	15.0%	16.0%
94-95	NA	NA	NA	94-95	76.3%	17.5%	6.2%	94-95	68.0%	16.0%	16.0%
95-96	80.6%	10.2%	10.2%	95-96	75.6%	16.5%	7.9%	95-96	68.2%	14.9%	16.9%
96-97	82.3%	7.0%	10.7%	96-97	79.3%	16.1%	4.6%	96-97	65.3%	10.4%	24.3%
97-98	86.4%	7.1%	6.5%	97-98	80.0%	15.3%	4.7%	97-98	74.7%	16.4%	8.9%
98-99	87.6%	6.5%	5.9%	98-99	81.2%	14.7%	4.0%	98-99	84.1%	15.1%	0.8%
99-00	83.8%	10.0%	6.2%	99-00	79.8%	16.4%	3.8%	99-00	73.8%	12.9%	13.2%

\*The 1998-99 figures for SUI have been revised.

See the charts for the universities on page 32.

### Charts for Indicator #13b





## EDUCATIONAL OUTREACH AND SERVICE

### Regent Universities

- Headcount enrollments in credit/non-credit courses (#28a, #28b) Pages 34-36
- Off-campus student enrollment in degree programs (#40) Page 37

### Individual Universities

- Number of Non-degree Enrollments (SUI) (#25) Page 38
- Availability of Off-campus Credit Courses (UNI) (#30) Page 39
- Number of Extension Clients (ISU) (#29) Page 40
- Patient Satisfaction with UI Health Center Services (SUI) (#27) [replacement] Page 41

The second Key Result Area (KRA) of the Board's Strategic Plan is access. One way that access is demonstrated is through courses and programs made available for those unable to attend on campus. One indicator for the three universities (#28) measures enrollment in credit and non-credit courses and programs. This indicator provides data on the total number of persons who enroll for credit courses as well as the large variety of non-credit offerings. To gain data on those who are enrolled in degree programs, a second indicator (#40) is used.

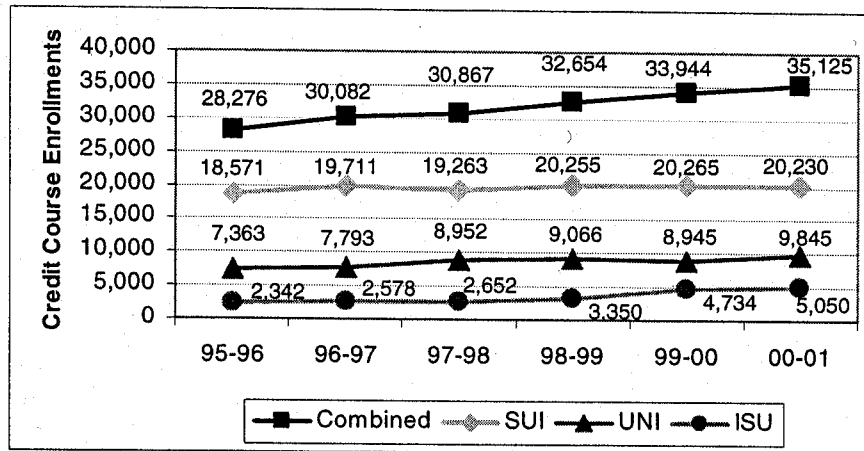
The remaining indicators in this section reflect the diverse missions of the universities. The University of Iowa has a number of ways it delivers courses that are taken by persons who either have not yet enrolled in degree programs or who are taking courses for non-academic reasons (#25). Another indicator for SUI relates to health care services. In previous years, the number of patients was used as an indicator; it has been changed to assess patient satisfaction.

Iowa State University, as a land grant university, offers extension courses, and ISU therefore believes it essential to detail the number of persons served through extension programs (#29). The University of Northern Iowa determined that it can demonstrate its commitment to serve the state by evaluating the extent of its distance education offerings (#30).

See page 36 for further discussion on credit and non-credit enrollments , offerings, and trends.

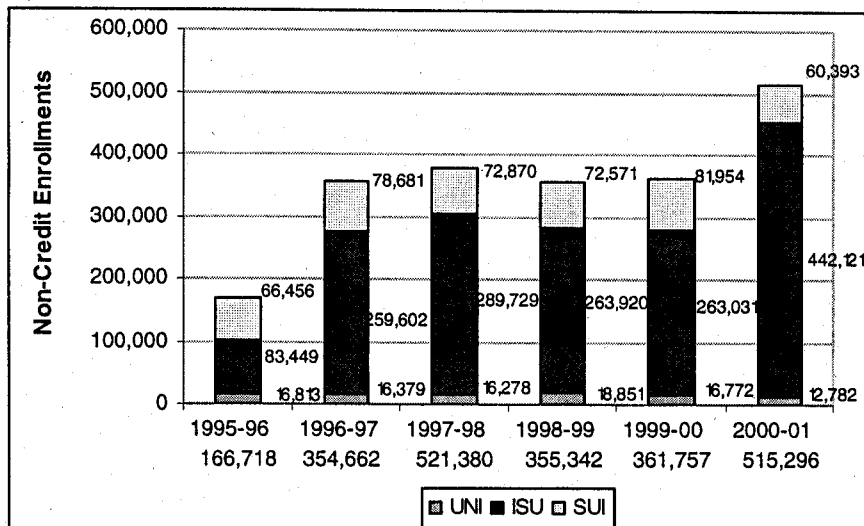
### Headcount Enrollments

#### Distance Education Credit Courses Regent Universities – 1995-96 to 2000-01 Performance Indicator #28a



### Headcount Enrollments

#### Distance Education Non-Credit Courses Regent Universities – 1995-96 to 2000-01 Performance Indicator #28b



**Headcount Enrollments in Credit/Non-Credit Courses  
Offered Through Extension and Continuing Education  
Performance Indicator #28**

University of Iowa			Iowa State University			University of Northern Iowa		
	<u>Credit</u>	<u>Non-credit</u>		<u>Credit</u>	<u>Non-credit</u>		<u>Credit</u>	<u>Non-credit</u>
93-94	NP	NP	93-94	NP	NP*	93-94	6,526	16,357
94-95	NP	NP	94-95	NP	NP*	94-95	6,985	16,720
95-96	18,571	66,456	95-96	2,342	83,449	95-96	7,363	16,813
96-97	19,711	78,681	96-97	2,578	259,602	96-97	7,793	16,379
97-98	19,263	72,870	97-98	2,652	289,729	97-98	8,952	16,278
98-99	20,255	72,571	98-99	3,350	263,920	98-99	9,066	18,651
99-00	20,265	81,954	99-00	4,734	263,031	99-00	8,945	16,772
00-01	20,230	60,393	00-01	5,050	442,121	00-01	9,845	12,782
Target	NP	NP	Target	4,300	300,000	Target	10,000	18,500
			*In prior years, enrollments in programs not implemented by Extension and Continuing Education were not available for systematic reporting.					

Notes: The numbers above reflect headcount enrollments in credit/non-credit courses offered through extension and continuing education. The universities' figures are based on the following:

- 1) SUI -- off-campus classes; Saturday and evening classes; and correspondence study.
- 2) ISU -- off-campus classes only.
- 3) UNI -- off-campus classes; on-campus classes; and correspondence study.

**Headcount Enrollments in Credit/Non-Credit Courses  
Offered Through Extension and Continuing Education  
Performance Indicator #28**

**Credit Course Enrollments and Trends**

The Annual Report on Distance Education presented to the Board of Regents in October 2001 contained the data cited below. Overall, the University of Iowa, Iowa State University, and the University of Northern Iowa offered 60 credit programs (degree, endorsement, certificate) in 2000-01.

Specifically, the **University of Iowa** offered 12 programs at 13 sites off-campus, utilizing a variety of delivery methods, including face-to-face courses, ICN, microwave relay, videotape, and correspondence study. **Iowa State University** provided 28 programs or certificates in 2000-01, delivered via ICN, Web, videotape, video-conferencing, and face-to-face at nine in-state sites, plus other locations. The ISU report noted that 14 programs were offered in the USA and Canada, eight only in Iowa, and six were available only in the greater Des Moines Area. The **University of Northern Iowa** had 20 degree and certificate programs at 51 sites. UNI also used a variety of delivery modes, including the World Wide Web.

There were 35,125 total enrollments in credit courses and programs in 2000-2001, compared to 33,944 the previous reporting year. The top chart on page 34 shows that the total enrollment in credit courses has risen almost 25 percent during the past six years.

**Non-Credit Course Enrollments and Trends**

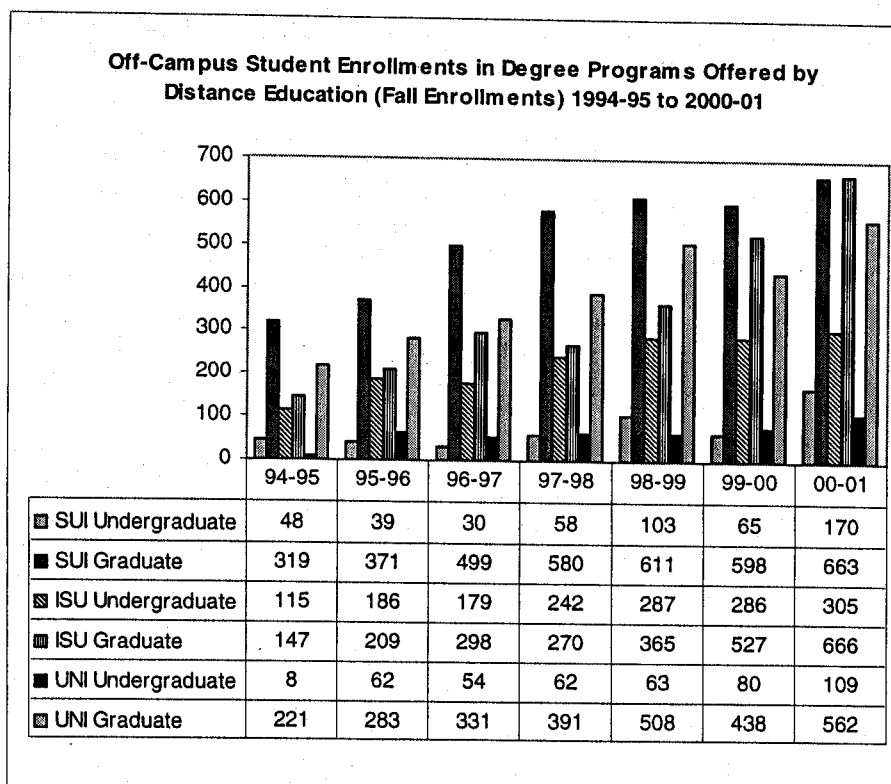
The Regent universities offered non-credit courses in 28 subject areas in 2000-2001. The total number of enrollments was 515,296, compared to 361,757 the previous year. [*Hereafter, numbers in brackets are the previous year's figures.*] For this indicator, enrollment is "duplicated headcount," i.e., the same person participating in two courses is counted twice. Of the total, SUI had 60,393 enrollees [a decline from 81,954], with health still the predominant area 32,315 [35,748]. Other areas that had high enrollments in programs and conferences included Visual and Performing Arts -- 9,225 -- and Public Affairs and Protective Service -- 4,821 [a decline from 8,647]. In the non-credit area, ISU course registrations for 2000-2001 totaled 442,121. The areas that represent the vast majority of these non-credit learners are agriculture and veterinary medicine --278,663 -- and family and consumer sciences --129,231. For the University of Northern Iowa, the communications area provided the largest number of its 12,782 enrollees at noncredit events, a decline from 16,772. The lower chart on page 34 shows the six-year trend for the three universities.

The data tables for Performance Indicator #28 are on page 35.

**Off-Campus Student Enrollments in Degree Programs Offered by  
Distance Education (Fall Enrollments) 1994-95 to 2000-2001  
Performance Indicator #40**

**Regent Universities**

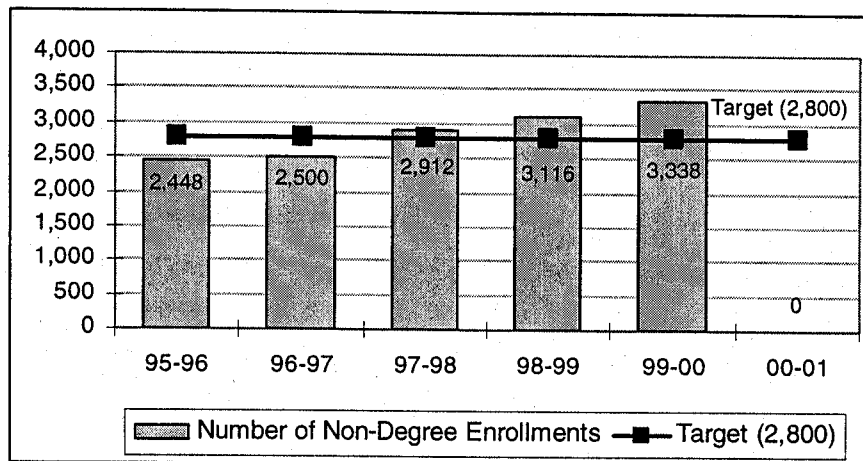
Another measure of the service/outreach activities of the Regent universities is Performance Indicator #40, which compiles the statistics of undergraduate and graduate students in degree programs offered through distance education. The chart below displays the number of fall enrollments over the past seven years. At all three universities, the number of both undergraduate and graduate students has increased markedly. In the seven-year period from 1994-95 to 2000-01, at the University of Iowa, the undergraduate enrollment more than tripled and the graduate enrollments almost doubled. At Iowa State University during that same seven-year period, the enrollment of both undergraduates and graduate students in distance education programs more than quadrupled. At the University of Northern Iowa, the undergraduate enrollments increased from 8 to 109, while the graduate enrollments more than doubled.



**Number of Non-degree Enrollments – Fall Semester Only**  
**(includes undergraduate specialties and**  
**graduate non-degree undeclared students)**  
**Performance Indicator #25**

**University of Iowa**

Consistent with Board of Regent Strategic Plan Action Step 1.1.4.3, “each institution increase its service to Iowans, nation, and world,” the University of Iowa developed an indicator to increase enrollment in selected non-degree programs. The University has exceeded its target of 2,800 for the past three years.

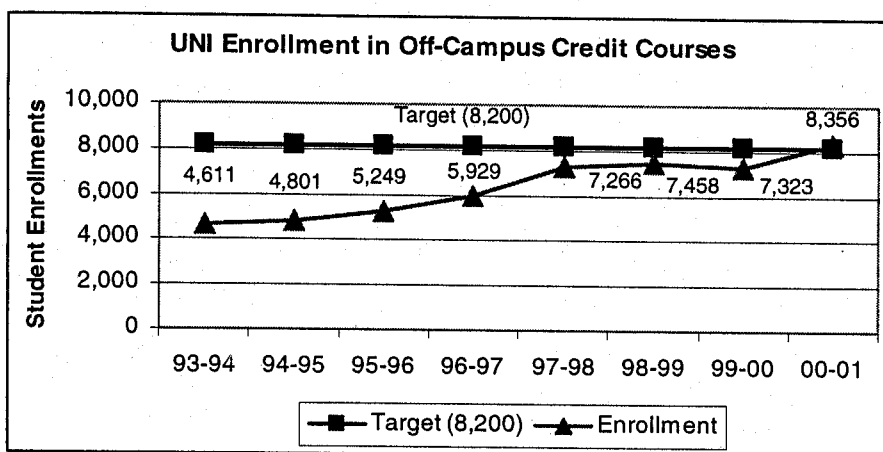


Year (Fall semester only)	Number of Students
1995-96	2,448
1996-97	2,500
1997-98	2,912
1998-99	3,116
1999-00	3,338
2000-01	Forthcoming
Target	2,800

**Availability of Off-Campus Credit Courses  
(Student Enrollments)  
Performance Indicator #30**

**University of Northern Iowa**

The University of Northern Iowa has monitored the availability of its off-campus classes by calculating the enrollment in those courses. Consistent with other data regarding credit enrollments, the eight years of available statistics show a significant rise in enrollments, from 4,611 in 1993-94 to 8,356 in 2000-01. As the chart below indicates, UNI has set a target of 8,200 student enrollments. These data reflect an 11.6% increase during this eight-year period.

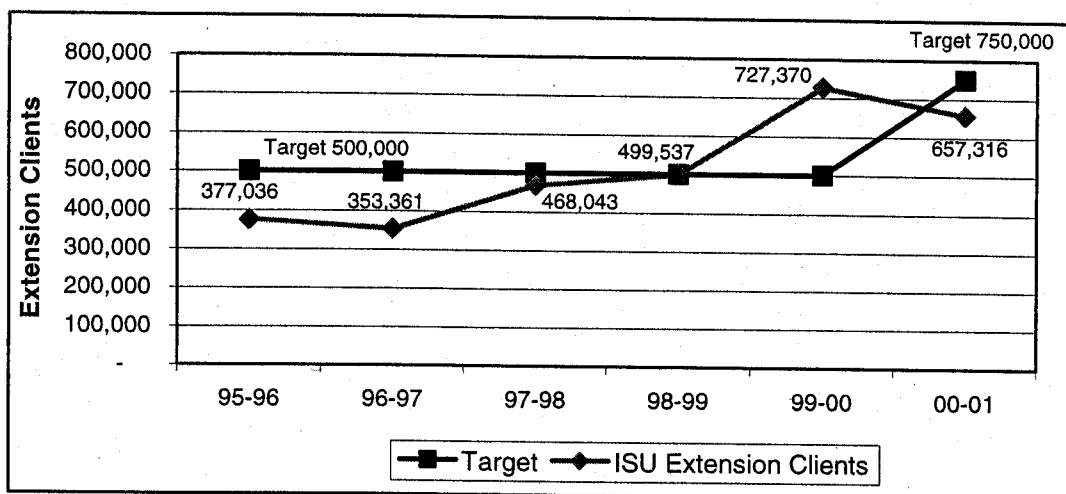


Academic Year	Student Enrollment
93-94	4,611
94-95	4,801
95-96	5,249
96-97	5,929
97-98	7,266
98-99	7,458
99-00	7,323
00-01	8,356

# **Number of Extension Clients Performance Indicator #29**

## **Iowa State University**

As its new Strategic Plan emphasizes, Iowa State University's mission and heritage call for engagement. Engagement implies more than service; it embodies partnering with individuals and organizations to meet the needs of a wide array of citizens of Iowa. Over the years that data have been compiled, the number of extension clients has never dropped below 350,000 and has been climbing steadily. The state and nation's economic downturn resulted in a decrease this past year. Iowa State University has changed its target from 500,000 to 750,000 clients.



Year	Number of Clients Served	ISU Goal(s)	Related Board of Regents Action Step
95-96	377,036	Engagement and Learning	1.1.4.3 Each institution increase its service to lowans, nation, and world
96-97	353,361	Engagement and Learning	1.1.4.3
97-98	468,043	Engagement and Learning	1.1.4.3
98-99	499,537	Engagement and Learning	1.1.4.3
99-00	727,370	Engagement and Learning	1.1.4.3
00-01	657,316	Engagement and Learning	1.1.4.3



**University of Iowa Health Center (UIHC)  
Patient Satisfaction Rate  
Performance Indicator # 27 (Replacement)**

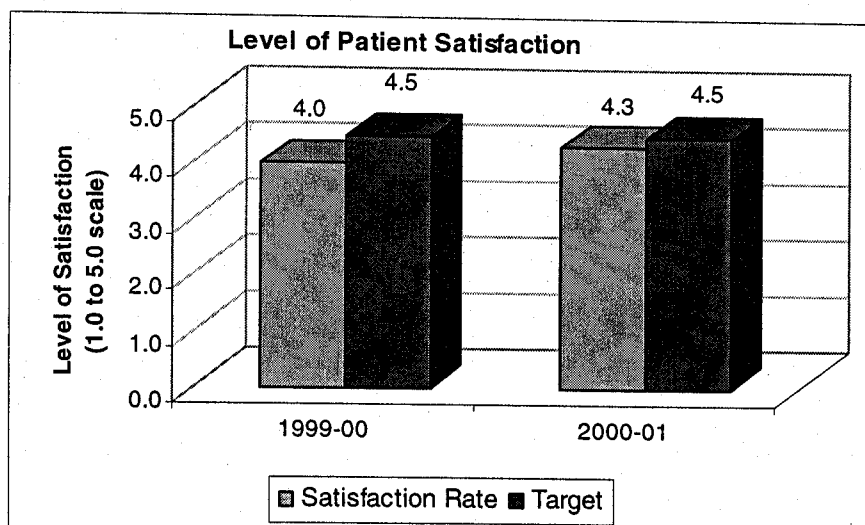
**University of Iowa**

The University of Iowa requested in December 2000 that previous Indicator #27, which detailed the number of patients seen annually at the UIHC, be replaced with an indicator on patient satisfaction. The Board approved the change.

The UIHC had exceeded its target of 750,000 visits per year in 1999-2000 (the actual number of visits was 765,800).

The target for the new indicator is to have a patient satisfaction rate of 4.5 on a 5.0 scale.

The related Action Step in the Board of Regent Strategic Plan is 1.1.4.3, "each institution increase its service to lowans, nation, and world."



Year	Level of Patient Satisfaction (1.0 to 5.0 Scale)	Target
1999-00	4.0	4.5
2000-01	4.3	4.5

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## **FACULTY PROFILE AND PRODUCTIVITY**

### **All Regent Institutions**

- Faculty Resignations, Retirements, and New Hires (#12a, #12b, #12c) Pages 44-48

### **Regent Universities**

- Number of Intellectual Property Disclosures (#22) Page 49
- Sponsored Funding Per Year in Dollars (#18) Pages 50-51

### **Individual Universities**

- Percentage of Faculty with One Scholarly Work Published During Last Three Academic Years (ISU) (#17) Page 52
- Percentage of Faculty As Principal or Co-Principal Investigators (ISU) (#20) Page 53
- Sponsored Funding Per Faculty Member (ISU) (#21) Page 54
- Number of New Technologies Licensed (ISU) (#23) Page 55
- Number of New Licenses Generating Revenues and Total Revenues (ISU) (#24) Pages 56-57
- Constituent Relations (ISU) [replacement for #34] Pages 58-59

Of the nine Regent performance indicators related to faculty profile and productivity, only one – Common Data Set 12 – focuses on a profile of the faculty. All five institutions report annually on the number of tenured and tenure-track faculty resigning and retiring, as well as the number of new hires. Two of the indicators, or Common Data Sets, #18 on sponsored funding per year, and #22, the number of intellectual property disclosures, are reported by the three universities. The remaining indicators come from the strategic plans of the universities and either relate to data on scholarly publication, research funding, or the results of research, i.e., licensure of technologies.

For additional material on faculty profile (#12a, #12b, #12c), see page 48.

**Tenured, Tenure-Track Faculty, and Clinical Track Faculty  
Resignations, Retirements and New Hires  
Common Data Set – Performance Indicator #12a, #12b, #12c**

**Regent Universities**

Related Action Step - Quality	University of Iowa*				Iowa State University				University of Northern Iowa			
1.1.2.3												
12a Resignations		<u>No.</u>	<u>Total</u>	<u>Pct.</u>		<u>No.</u>	<u>Total</u>	<u>Pct.</u>		<u>No.</u>	<u>Total</u>	<u>Pct.</u>
	93-94	55	1783	3.1%	93-94	32	1455	2.2%	93-94	13	604	2.2%
	94-95	53	1803	2.9%	94-95	24	1455	1.6%	94-95	15	610	2.5%
	95-96	66	1789+ 49=1838	3.6%	95-96	28	1455	1.9%	95-96	12	619	1.9%
	96-97	55	1748+ 79=1827	3.0%	96-97	26	1453	1.8%	96-97	11	623	1.8%
	97-98	55	1712+150=1862	3.0%	97-98	42	1427	2.9%	97-98	25	608	4.1%
	98-99	79	1702+176=1878	4.2%	98-99	39	1439	2.5%	98-99	20	596	3.4%
	99-00	76	1702+216=1918	3.9%	99-00	45	1423	3.2%	99-00	32	593	5.4%
	00-01	67	1714+265=1979	3.4%	00-01	55	1425	3.9%	00-01	36	615	5.9%
12b** Retirements		<u>No.</u>	<u>Total</u>	<u>Pct.</u>		<u>No.</u>	<u>Total</u>	<u>Pct.</u>		<u>No.</u>	<u>Total</u>	<u>Pct.</u>
	93-94	20	1783	3.1%	93-94	NA	1455	NA	93-94	12	604	2.0%
	94-95	26	1803	1.4%	94-95	NA	1455	NA	94-95	11	610	1.8%
	95-96	31+10=41	1738	2.2%	95-96	24+24=48	1455	1.6%	95-96	9+3 = 12	619	1.9%
	96-97	68+ 6=74	1827	4.1%	96-97	23+23=46	1453	1.6%	96-97	12+8 =20	623	3.2%
	97-98	30+ 6=36	1862	1.9%	97-98	41+41=82	1427	2.9%	97-98	13+16=29	608	4.8%
	98-99	52+14=66	1878	3.5%	98-99	39+35=74	1439	2.6%	98-99	10+16=26	596	4.4%
	99-00	34+32=66	1918	3.4%	99-00	28+20=48	1423	2.0%	99-00	9+11 = 20	593	3.4%
	00-01	23+16=39	1979	2.0%	00-01	25+25=50	1425	1.8%	00-01	8+7* = 15	615	3.3%
	(regular retirements + early retirements)				(regular retirements + early retirements)				(regular retirements + early retirements)			
12c New Hires		<u>No.</u>	<u>Total</u>	<u>Pct.</u>		<u>No.</u>	<u>Total</u>	<u>Pct.</u>		<u>No.</u>	<u>Total</u>	<u>Pct.</u>
	93-94	106	1783	5.9%	93-94	49	1455	3.4%	93-94	26	604	4.3%
	94-95	102	1803	5.7%	94-95	40	1455	2.7%	94-95	35	610	5.7%
	95-96	70	1838	3.8%	95-96	58	1455	4.0%	95-96	36	619	5.8%
	96-97	70	1827	3.8%	96-97	59	1453	4.1%	96-97	30	623	4.8%
	97-98	118	1862	6.3%	97-98	70	1427	4.9%	97-98	29	608	4.8%
	98-99	85	1878	4.5%	98-99	92	1439	6.4%	98-99	50	596	8.4%
	99-00	126	1918	6.6%	99-00	105	1423	7.3%	99-00	50	593	8.4%
	00-01	156	1979	7.9%	00-01	107	1425	7.5%	00-01	32	615	5.2%

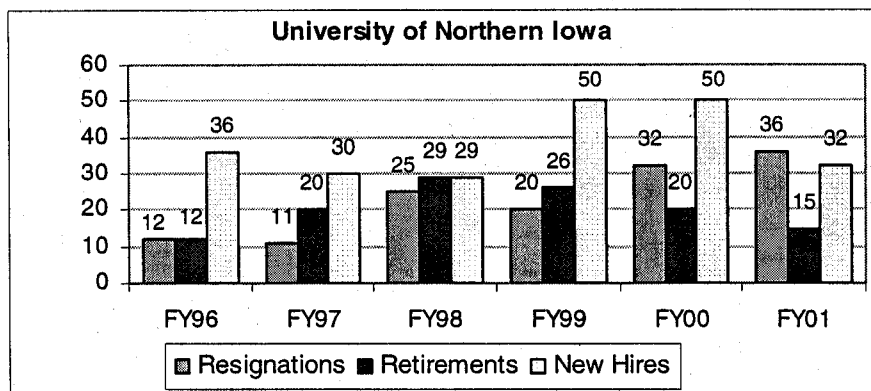
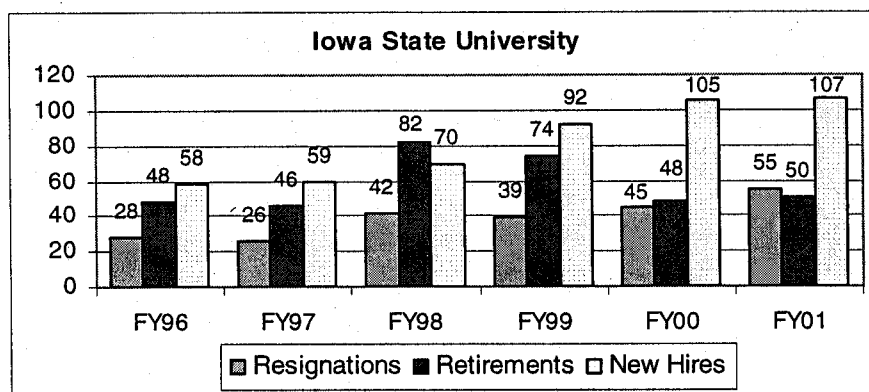
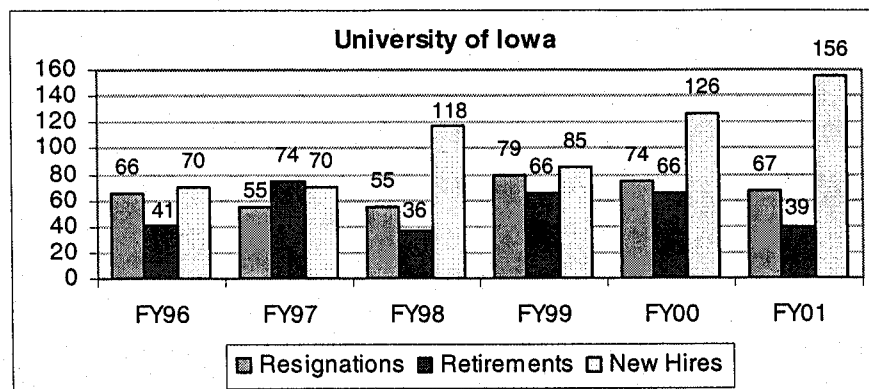
Notes: \*For the University of Iowa, clinical track faculty are included in the total number of faculty.

\*\*Data for #12b has been amended from previous years to now include early retirements.

General comment on number of faculty in this report, compared to the number of faculty in other Board of Regent reports. Some Board reports include the total number of faculty as of a date established by the federal government. Other Board reports may use figures based on a different date in either the fiscal or academic year.

**Tenured, Tenure-Track Faculty, and Clinical Track Faculty  
Faculty Resignations, Retirements, and New Hires  
Performance Indicators 12a, 12b, and 12c**

**Regent Universities**



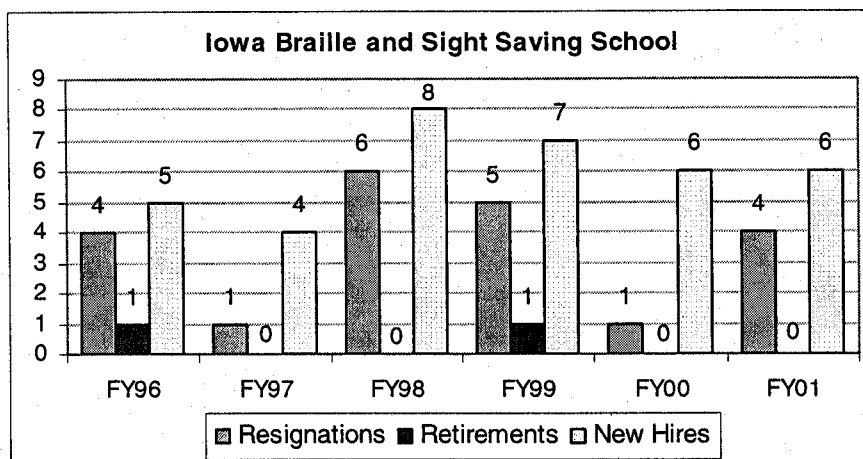
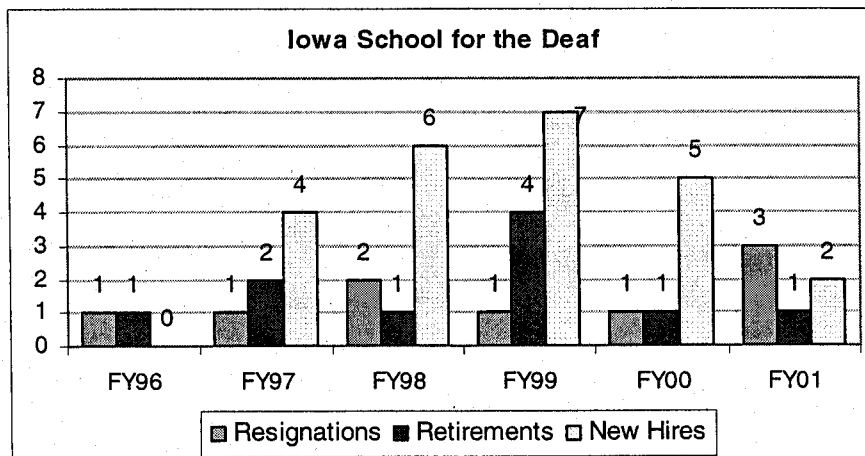
**Faculty Resignations, Retirements, and New Hires  
Common Data Set – Performance Indicator #12a, #12b, #12c**

**Special Schools**

	Related Action Step -- Quality	ISD			IBSSS				
12a Resignations	1.1.1.7	<u>No.</u>	<u>Total</u>	<u>Pct.</u>	<u>No.</u>	<u>Total</u>	<u>Pct.</u>		
		94-95	3	54	5.5%	94-95	1	30	3.3%
		95-96	1	55	1.8%	95-96	4	31	12.9%
		96-97	1	55	1.8%	96-97	1	30	3.3%
		97-98	2	56	3.6%	97-98	6	32	18.8%
		98-99	1	61	1.6%	98-99	5	33	15.2%
		99-00	1	64	1.5%	99-00	1	34	2.9%
		00-01	3	63	4.8%	00-01	4	33	12.1%
01-02	1	62	1.6%	01-02	TBP				
12b Retirements		94-95	0	54	0.0%	94-95	1	30	3.3%
		95-96	1	55	1.8%	95-96	1	31	3.2%
		96-97	2	55	3.6%	96-97	0	30	0.0%
		97-98	1	56	6.5%	97-98	0	32	0.0%
		98-99	4	61	6.5%	98-99	1	33	3.0%
		99-00	1	61	1.6%	99-00	0	34	0.0%
		00-01	1	63	1.6%	00-01	0	33	0.0%
		01-02	1	62	1.6%	01-02	TBP		
12c New Hires		94-95	5	54	9.3%	94-95	1	30	3.3%
		95-96	0	55	0.0%	95-96	5	31	16.1%
		96-97	4	55	7.3%	96-97	4	30	13.3%
		97-98	6	56	10.7%	97-98	8	32	25.0%
		98-99	7	61	11.5%	98-99	7	33	21.2%
		99-00	2	61	11.5%	99-00	6	34	17.6%
		00-01	2	63	3.2%	00-01	6	33	18.1%
		01-02	0	62	0.0%	01-02	TBP		

**Faculty Resignations, Retirements, and New Hires**  
**Performance Indicators 12a, 12b, and 12c**

**Special Schools**



**Faculty Resignations, Retirements, and New Hires**  
**Performance Indicator #12a, 12b, and 12c**

Originally, Common Data Set #12 compiled data only on faculty resignations, from the Annual Report on Faculty Resignations. To reflect a more accurate picture of the changes of institutional faculty, it has been expanded to include the number of retirements, as well as the number of new hires, annually. Additional data are found in the Faculty Tenure report and institutional strategic plans. Assuming the status quo for an institution, one might conclude that the total number of new hires would be equal to the sum of the number of resignations and retirements. Factors that impact that formula include: an atypical number of early retirements offset by delays in hiring, growth or decline in programs, and increased use of non-tenured faculty due to budget constraints.

*The past four years have indicated higher percentages in the number of resignations, replacing a pattern of relatively stable numbers of resignations over the previous decade. The number and percentage of retirements have risen also during the past several years. The increases in enrollment at the universities have resulted in a need to hire new faculty.*

This year, some modifications have been made that alter data presented last year, especially in the case of the University of Iowa. To give a more accurate portrayal of the number of faculty, SUI now reports on the number of clinical track faculty, as well as tenured and tenure track faculty. For all universities, the data this year include early retirements as well as regular retirements.

This Performance Indicator, as it includes new hires, relates to Action Step 1.1.2.3, "recruit an outstanding, strong faculty to foster intellectual vitality for [graduate] programs."

The special schools do not have the same patterns of resignations as have the universities. The faculties are much smaller at the special schools.



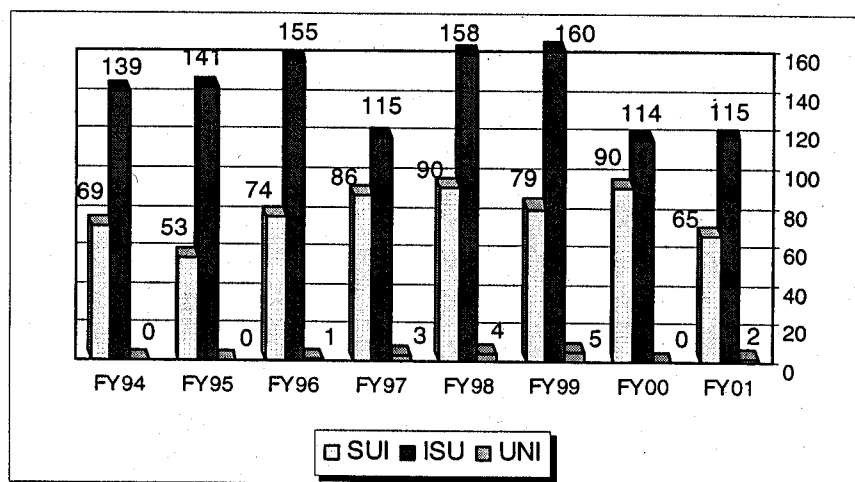
## Number of Intellectual Property Disclosures Performance Indicator #22

### Regent Universities

The three universities report annually on the number of intellectual property disclosures received by the faculty. The varying lengths of time needed for research projects, funding patterns, and changing assignments of faculty are some of the factors that impact the number of intellectual property disclosures submitted and received annually. For more information on this Performance Indicator, see each university's Strategic Plan and the Annual Report on Economic Development and Technology Transfer.

In FY 2001, the universities reported 182 disclosures of intellectual property, compared with 204 in FY 2000, and 244 in FY 1999. While still robust, the decline reflects the changing economic picture of the nation.

This indicator is related to Action Step 1.1.4.1 of the Board of Regent Strategic Plan, "each university enhance its research efforts consistent with its mission."



Year	SUI	ISU	UNI	Total
93-94	69	139	0	208
94-95	53	141	0	194
95-96	74	155	1	230
96-97	86	115	3	204
97-98	90	158	4	252
98-99	79	160	5	244
99-00	90	114	0	204
00-01	65	115	2	182

**Sponsored Funding Per Year in Dollars  
Performance Indicator #18**

**Regent Universities**

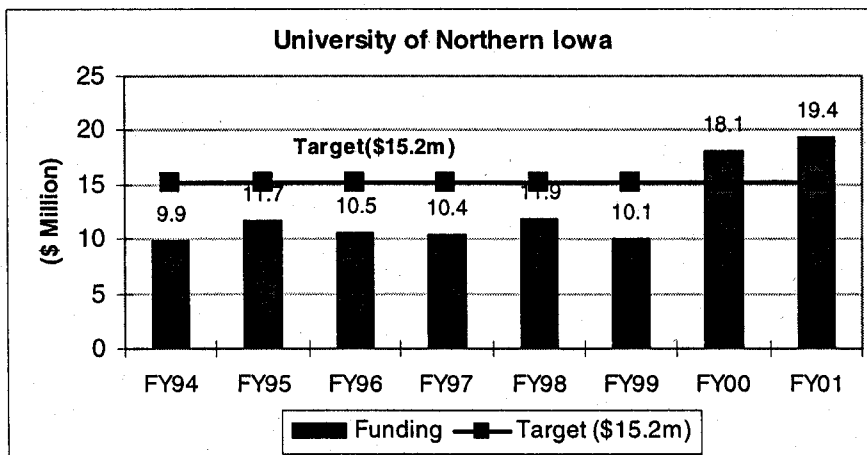
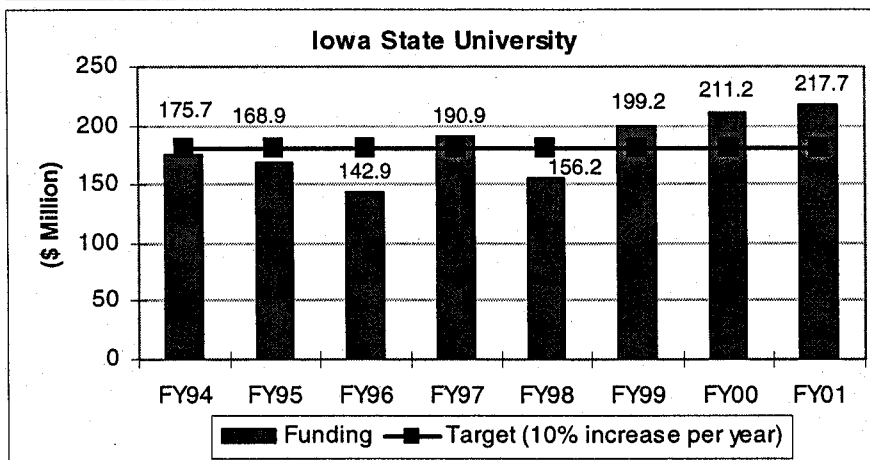
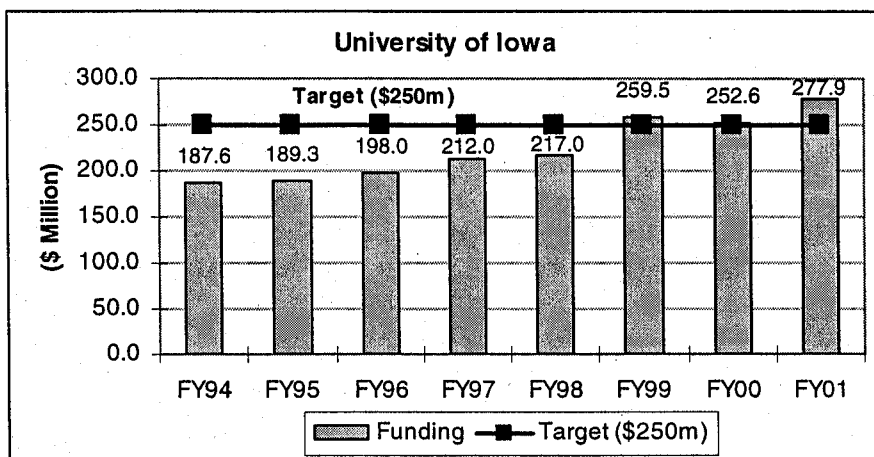
The data indicate that the trend during the past seven years has been one of growth. The common data set below report on the total dollars of sponsored research. Those dollar amounts, cited in millions, include funding primarily from federal agencies, foundations, and corporations. The total for FY 2001 was \$515.0 million.

A significant portion of sponsored research funds is from corporate-sponsored projects. While not detailed in charts here, these amounts are worth noting. They are reported in the Annual Report on Technology Transfer and Economic Development that details only non-governmental funding for projects related to technology transfer and economic development. In 2000-2001, each university exceeded its target. In FY 2001 the universities reported a total of 791 corporate-sponsored research contracts, compared to 967 in FY 2000, 1,086 in FY 1999, and 976 in FY 1998. The dollar amount of these corporate-sponsored research projects totaled \$43.4 million, compared with \$49.7 million in FY 2000, and \$62.4 million in FY 1999. The universities reported 182 intellectual property disclosures in FY 2001, compared to 198 in FY 2000. The number of patents issued in FY 2001 was 78, down from 83 in FY 2000, but more than the 76 issued in FY 1999.

The related Action Step from the Board of Regents' Strategic Plan is 1.1.4.2, "each university increase sponsored research consistent with its mission."

Related Action Step -- Quality	University of Iowa		Iowa State University		University of Northern Iowa	
1.1.4.2	93-94	\$187.6 m	93-94	\$175.7 m	93-94	\$9.9 m
	94-95	\$189.3 m	94-95	\$168.9 m	94-95	\$11.7 m
	95-96	\$198.0 m	95-96	\$142.9 m	95-96	\$10.5 m
	96-97	\$212.0 m	96-97	\$190.9 m	96-97	\$10.4 m
	97-98	\$217.0 m	97-98	\$156.2 m	97-98	\$11.9 m
	98-99	\$259.5 m	98-99	\$199.2 m	98-99	\$10.1 m
	99-00	\$252.6 m	99-00	\$211.2 m	99-00	\$18.1 m
	00-01	\$277.9 m	00-01	\$217.7 m	00-01	\$19.4 m
	Target	\$250.0 m	Target	10% increase per year	Target	\$15.2 m

**Sponsored Funding Per Year in Dollars  
Performance Indicator #18**



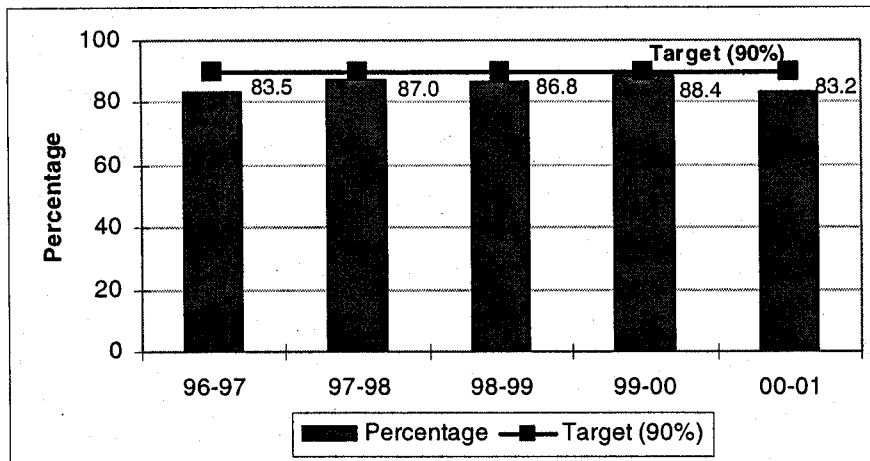
**Percentage of Faculty Having One Scholarly Work  
Published During Last Three Years  
Performance Indicator #17**

**Iowa State University**

Iowa State University has collected data for this Performance Indicator for five years. Beginning in 2000-01, a new methodology was used to calculate the figure.

The percentage of faculty having at least one scholarly work published during the last three years has ranged from a low of 83.2% in 2000-01 [which reflects different data collection methodology than previous years] to a high of 88.4%. ISU has set a target of 90% of the faculty publishing one scholarly work during the past three years.

The related Action Step in the Board of Regent Strategic Plan is 1.1.4.1, "each university enhance its research efforts consistent with its mission."



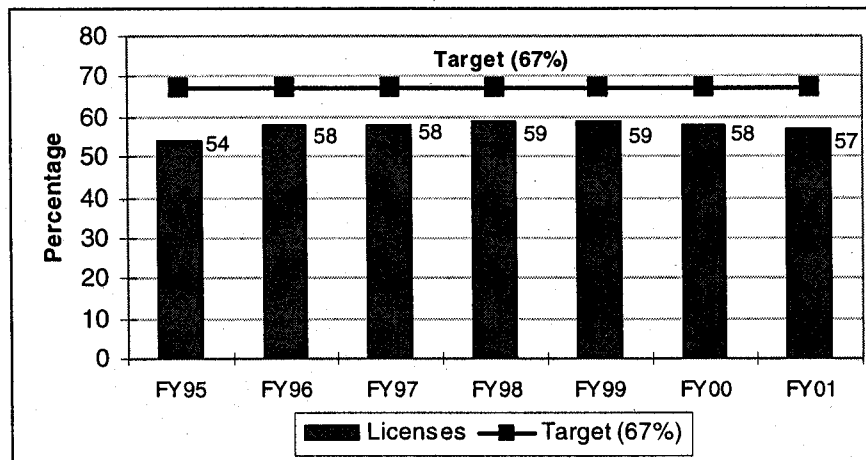
Year	Percentage of Faculty
96-97	83.5%
97-98	87.0%
98-99	86.8%
99-00	88.4%
00-01	83.2%
Target	90.0%

**Percentage of Faculty as Principal or Co-Principal  
Investigators for Sponsored Funding Awards  
Performance Indicator #20**

**Iowa State University**

Data are available for seven years for this indicator from the ISU Strategic Plan of 1995-2000. In the first year data were collected, 54% of the faculty members were identified as the principal or co-principal investor of sponsored funding projects that were awarded. For the last three reporting years, the percentage remained virtually the same, ranging from 57% to 59%.

The University's goals of discovery and engagement are reflected in this indicator. Indicator #20 relates to Action Steps 1.1.4.1 and 1.1.4.2 of the Board of Regent Strategic Plan, "each university increase sponsored research consistent with its mission."



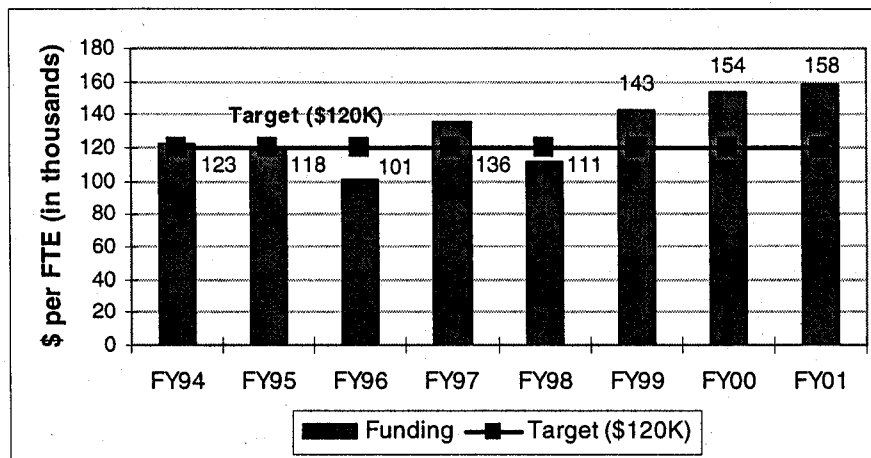
Year	Percentage of Faculty
94-95	54%
95-96	58%
96-97	58%
97-98	59%
98-99	59%
99-00	58%
00-01	57%
Target	67%

**Sponsored Funding Per Faculty Member  
(Per Full-Time Equivalent or FTE)  
Performance Indicator #21**

**Iowa State University**

The target for this ISU Strategic Plan benchmark, \$120,000 per full-time equivalent (FTE) faculty member, has been exceeded the past three years and in two additional years data have been collected. The University will retain this indicator in its 2000-05 Strategic Plan.

This Performance Indicator relates to Action Step 1.1.4.2 of the Board of Regent Strategic Plan, "each university increase sponsored research consistent with its mission." It is related to two goals of the new ISU Strategic Plan, discovery and engagement.



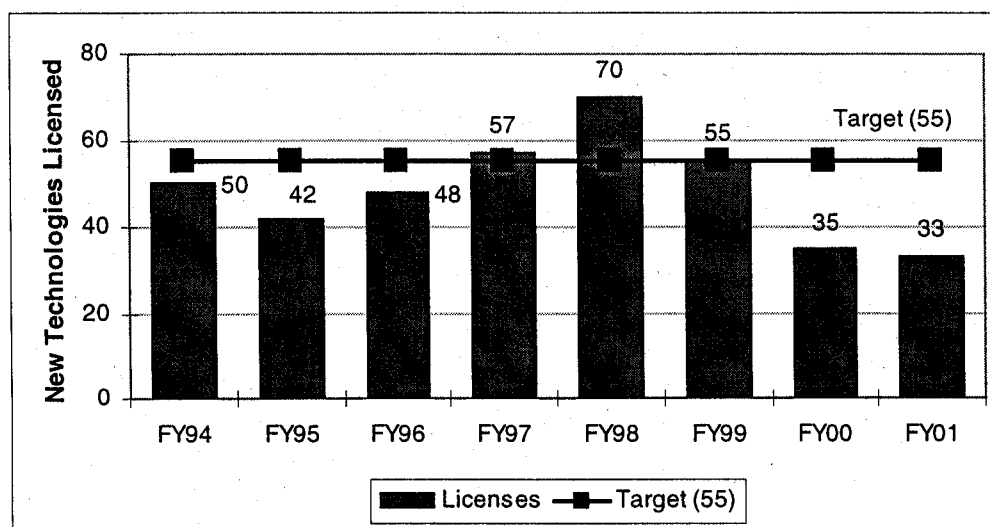
Year	Dollars per Faculty Full-Time Equivalent (FTE)
93-94	\$122,969 per FTE
94-95	\$118,419 per FTE
95-96	\$101,100 per FTE
96-97	\$135,900 per FTE
97-98	\$111,100 per FTE
98-99	\$143,000 per FTE
99-00	\$153,500 per FTE
00-01	\$158,097 per FTE
Target	\$120,000 per FTE

# **Number of New Technologies Licensed Performance Indicator #23**

## **Iowa State University**

In the eight years that ISU has reported data for this indicator, which is continued in the new ISU Strategic Plan, the target of 55 new technologies licensed has been met or exceeded three times. In the last survey conducted by the Association of University Technology Managers, ISU ranked second in licenses and options executed on its intellectual property.

This Performance Indicator is cited in the Annual Report on Economic Development and Technology Transfer. This indicator is linked to the goal of discovery in the new ISU Strategic Plan and reflects the Board of Regent Strategic Plan Action Step 1.1.4.1.



Year	Number of New Technologies Licensed
93-94	50
94-95	42
95-96	48
96-97	57
97-98	70
98-99	55
99-00	35
00-01	33
Target	55

**Number of New Licenses Generating  
Revenues and Total Revenues  
Performance Indicator #24**

**Iowa State University**

The target for Performance Indicator #24, 30 new licenses annually generating at least \$1.5 million, has been met or exceeded in the last four reporting years. In the last survey conducted by the Association of University Technology Managers, ISU ranked fourth in licenses and option yielding incomes.

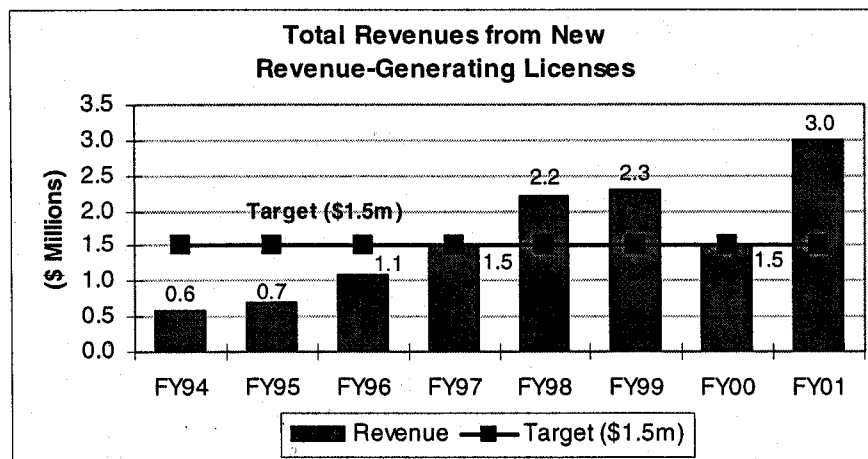
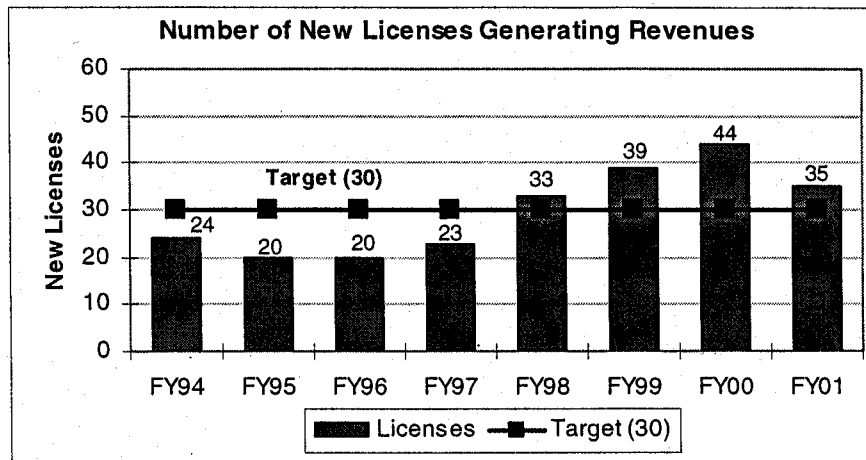
Indicator #24 includes those licenses that generate \$10,000 and greater income and are generated from non-germplasm licenses. This indicator relates to two of ISU's goals – engagement and discovery, and reflects the Board of Regent Strategic Plan Action Step 1.1.4.1.

This indicator is discussed in the Annual Report on Economic Development and Technology Transfer.

<b>Year</b>	<b># of Licenses; Total Revenue</b>
93-94	24 for \$0.6 million
94-95	20 for \$0.7 million
95-96	20 for \$1.1 million
96-97	23 for \$1.5 million
97-98	33 for \$2.2 million
98-99	39 for \$2.3 million
99-00	44 for \$1.5 million
00-01	35 for \$3.0 million
Target	30 for \$1.5 million



**Number of New Licenses Generating  
Revenues and Total Revenues  
Performance Indicator #24**

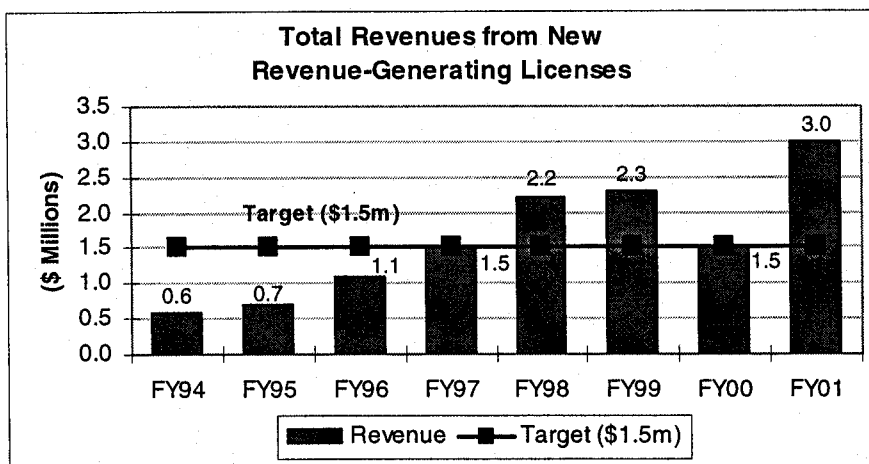


**Constituent Relations**  
**Number of External Grants and Contracts Awarded and**  
**Collaboration/Partnership Activities with Business and Industry**  
**Performance Indicator #34 (Replacement)**

**Iowa State University**

The new Iowa State University Strategic Plan expands this indicator to include reporting on collaboration/partnership activities with business and industry. As noted below, the number of years data are available for this component of the indicator are not as extensive as those related to the number of external grants and contracts awarded.

This activity is related to two Action Steps. First, 1.2.1.5, "within context of mission, each institution increase external grants and contracts for research." [The similar indicator for the University of Iowa is #19.] In the years that this has been reported, the lowest number was in the first year (2,040), and the highest number of external grants and contracts awarded to ISU was in 1998-99 (2,392).

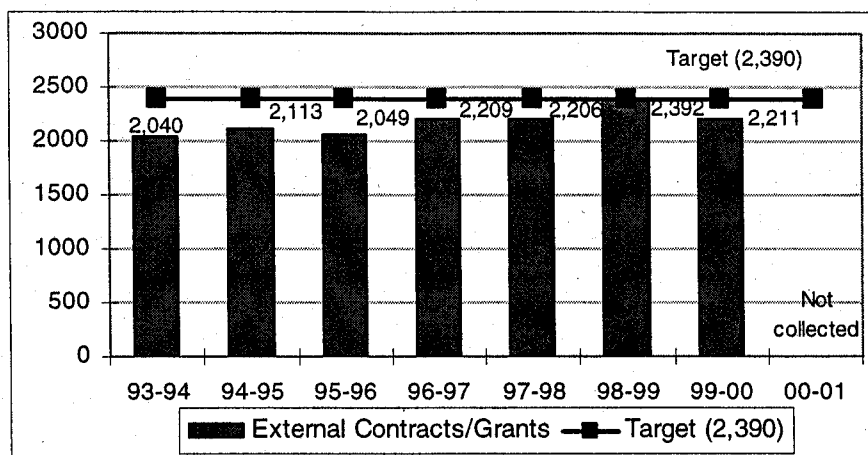


Year	Number of External Contracts/Grants
93-94	2,040
94-95	2,113
95-96	2,049
96-97	2,209
97-98	2,206
98-99	2,392
99-00	2,211
00-01	No longer reporting
Target	2,390

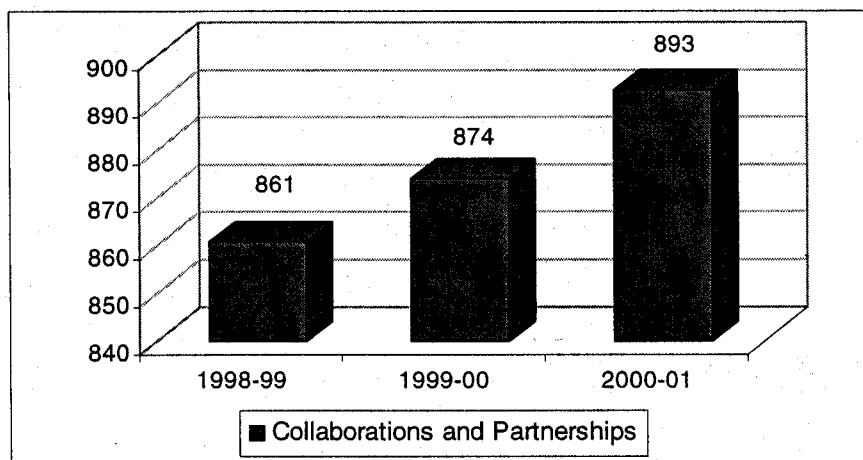
Action Step, 4.4.2.1, states, "identify existing institutional cooperative/collaborative programs to form baseline data and develop a reporting format to the Board."

Year	Collaborations and Partnerships
98-99	861
99-00	874
00-01	893

### Number of External Contracts/Grants



### Collaborations and Partnerships



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## INSTITUTIONAL DIVERSITY

### All Regent Institutions

- Racial/Ethnic Composition of Student, Faculty, and Staff Populations in Percentages (#41)

Pages 63-65

Diversity is the third Key Result Area of the Board of Regents' strategic plan. The Board has established a goal for Regent institutions to have a student body that is composed of 8.5% racial/ethnic diversity. Recognizing their distinct missions and student populations, Iowa School for the Deaf and Iowa Braille and Sight Saving School add a category on protected classes.

The Regent universities, with one exception, began compiling data in 1994-95 on percentages of students, faculty, Professional & Scientific staff, and merit staff who were identified as being from an underrepresented racial or ethnic group. By 1997-98, each university began to report targets for each group. The SUI target for students exceeded the 8.5% set by the Regents and SUI, ISU, and UNI have established targets over 8.5% for faculty. The data indicate that the universities have met some of their targets. Increasing the student percentage has been the most difficult target to meet.

The number of students at both the special schools is much smaller than the universities. (See Common Data Set #38 for Fall Enrollment figures.) To reflect their missions, i.e., the special populations they serve, the special schools report data in two categories. The first category is racial and ethnic minorities (number and percentage) of students, faculty, and staff. The second category is the number and percentages of students, faculty, and staff who are in a "protected class," either hearing or visually impaired.

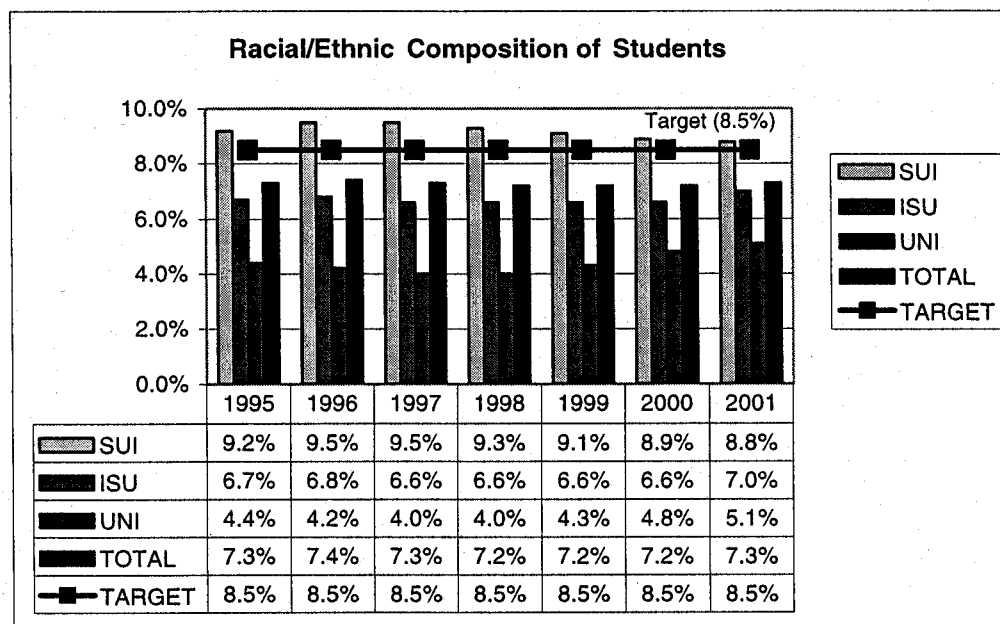
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**Racial/Ethnic Composition of  
Student, Faculty, and Staff Populations in Percentages  
Performance Indicator #41**

The number of racial/ethnic minority students at Regent universities in 2000-01 increased by 205 (+4.1%) from 4,979 to 5,184. This represents an all-time high enrollment. The Regents have set a target that 8.5% of the student body should be minority.

The number of racial/ethnic minority faculty at Regent universities in 2000-2001 decreased by 38 to 588.

The number of racial/ethnic minority Professional and Scientific staff at Regent universities in 2000-2001 increased by 3 to 630.



University of Iowa	Iowa State University	University of Northern Iowa
<u>95-96</u>	<u>95-96</u>	<u>95-96</u>
Students 9.2%	Students 6.6%	Students 4.4%
Faculty 11.4%	Faculty 9.6%	Faculty 10.5%
P & S 4.8%	P & S 7.6%	P & S 10.5%
Merit 4.5%	Merit 3.9%	Merit 11.8%
<u>96-97</u>	<u>96-97</u>	<u>96-97</u>
Students 9.5%	Students 6.8%	Students 4.2%
Faculty 11.3%	Faculty 10.3%	Faculty 11.0%
P & S 4.6%	P & S 7.9%	P & S 9.2%
Merit 4.6%	Merit 3.8%	Merit 12.0%
<u>97-98</u>	<u>97-98</u>	<u>97-98</u>
	<u>Targets</u>	<u>Targets</u>
Students 9.5%	Students 6.7%	Students 4.0%
Faculty 11.4%	Faculty 11.4%	Faculty 12.4%
P & S 5.0%	P & S 8.1%	P & S 8.7%
Merit 4.9%	Merit 3.9%	Merit 10.5%
<u>98-99</u>	<u>98-99</u>	<u>98-99</u>
	<u>Targets</u>	<u>Targets</u>
Students 9.5%	Students 6.6%	Students 4.0%
Faculty 11.9%	Faculty 12.0%	Faculty 12.7%
P & S 5.6%	P & S 7.5%	P & S 7.5%
Merit 5.3%	Merit 3.8%	Merit 10.3%
<u>99-00</u>	<u>99-00</u>	<u>99-00</u>
	<u>Targets</u>	<u>Targets</u>
Students 9.2%	Students 6.6%	Students 4.3%
Faculty 12.2%	Faculty 12.7%	Faculty 12.7%
P & S 5.6%	P & S 7.9%	P & S 8.9%
Merit 5.8%	Merit 3.8%	Merit 10.1%
<u>00-01</u>	<u>00-01</u>	<u>00-01</u>
Students 9.1%	Students 6.8%	Students 5.1%
Faculty 12.2%	Faculty 13.8%	Faculty 12.4%
P & S 6.1%	P & S 7.7%	P & S 7.6%
Merit 6.1%	Merit 4.5%	Merit 9.4%

**Racial/ethnic composition of student, faculty, and staff populations in percentages\***

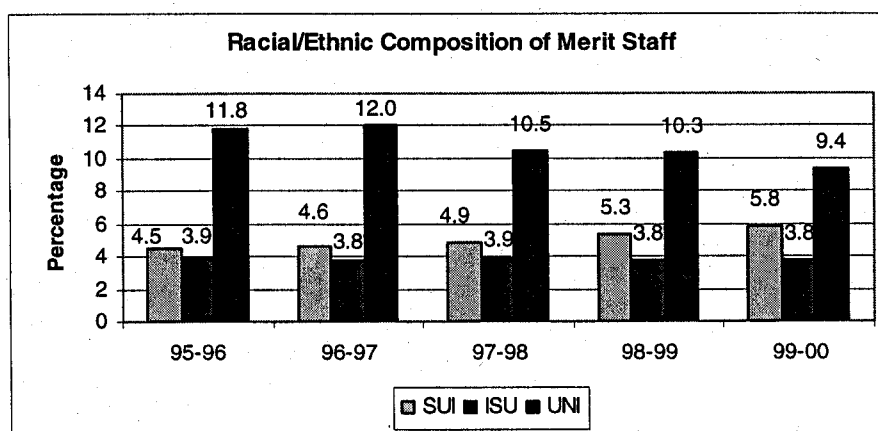
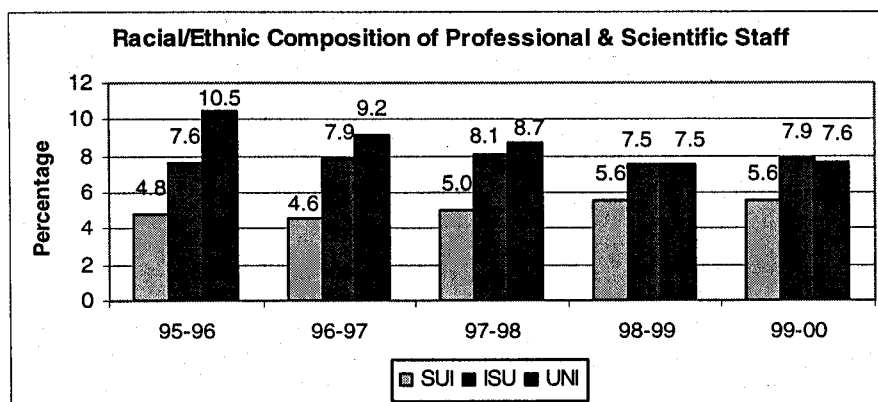
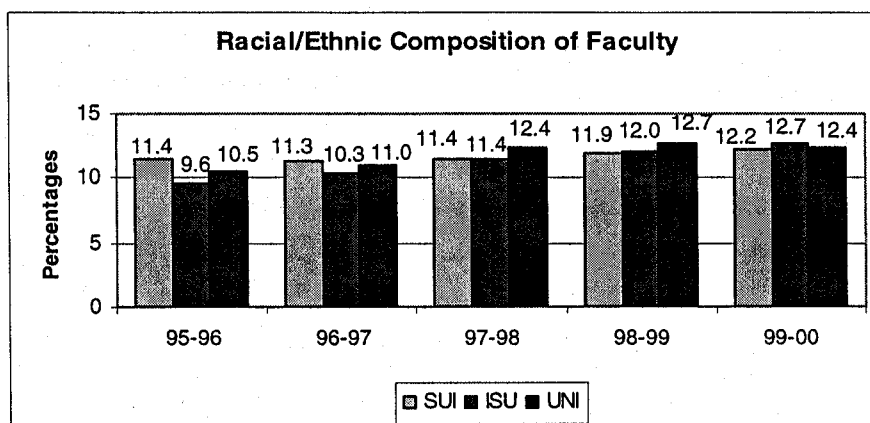
(Board goal for students: 8.5%)

(Figures provided by Board Office)

\*The Special Schools add a category on protected classes.



The six-year data for each of the categories is provided in the chart below that category (faculty, professional & scientific staff, merit staff).



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## **EXPENDITURES, FINANCING, AND FUNDING**

### **All Regent Institutions**

- State Appropriations Requested (#31) Page 68
- Percentage of Resources Reallocated Annually (#37) Page 69
- Number of Annual Contributors and Dollar Value of Contributions (in millions) (#33) Pages 70-71
- Amount of Capital Improvement Funds Requested and Appropriated (#35) Pages 72-73
- Deferred Maintenance Backlog and Expenditures (#36) Page 74

### **Regent Universities**

- Growth in Undergraduate Tuition and Fees (HEPI) (#32) Page 76
- Number and Dollars in Millions of Financial Aid Received By Resident Undergraduates and % of Need Met (#39) Page 77
- Unit Cost Per Student (#43) Pages 78-79

To remain accountable to the citizens of Iowa, Regent institutions report annually on the revenue they receive, their policies and practices of fiscal management, and their expenditures. The following common data sets and performance indicators provide either five or six years of information.

**State Appropriations Requested  
(for Operations without amounts for salary increases)  
Performance Indicator #31**

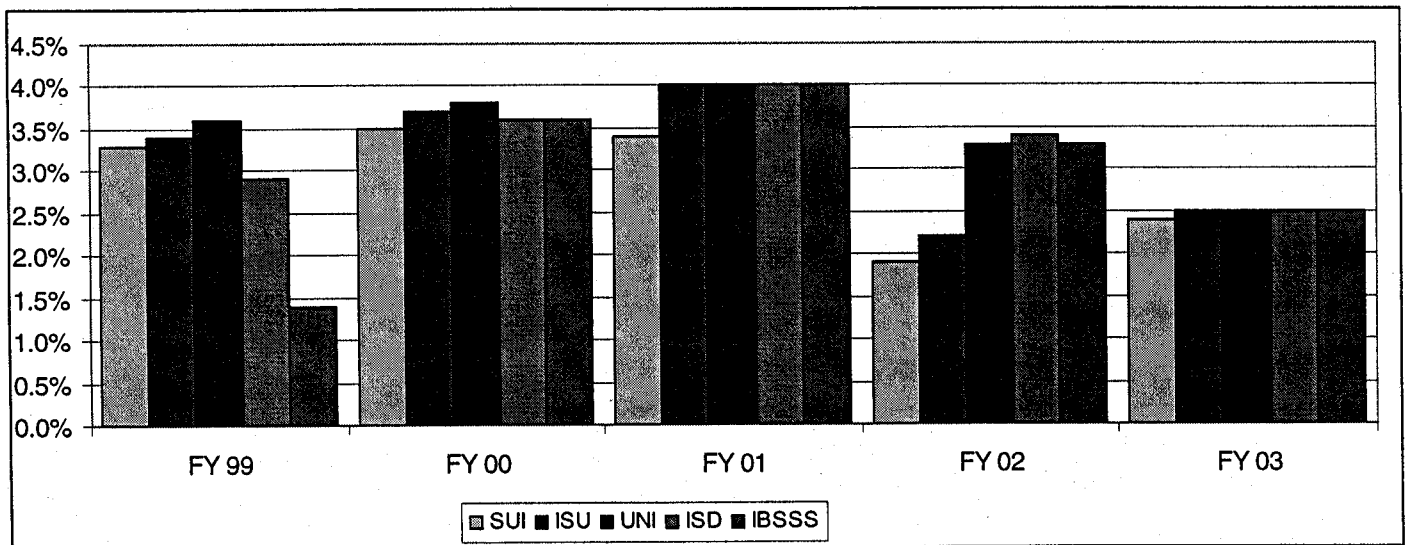
**All Regent Institutions**

The Regent institutions' appropriations requests reflect the strategic planning goals of the Board and of the institutions. The Board's Action Step 1.2.1.2 sets forth that the Board continue its long-standing practice of seeking state appropriations annually at a level at least three percentage points above the growth in the Higher Education Price Index.

The first priority of the Board is full funding of the state's salary policy from state appropriations. Since the Regent salary request for appropriations is contingent upon the salary policy adopted by the state, the appropriations requests for salaries are not included in the following percent increases.

Although some of the requested increases in state appropriations appear to be under the Board's designated target, the Board's appropriations requests with the estimated salary appropriation requests meets its target.

Year	SUI	ISU	UNI	ISD	IBSSS
95-96	4.0%	4.0%	4.0%	2.7%	3.5%
96-97	3.9%	2.9%	3.3%	2.0%	2.8%
97-98	3.0%	3.0%	3.2%	1.7%	2.2%
98-99	3.3%	3.4%	3.6%	2.9%	1.4%
99-00	3.5%	3.7%	3.8%	3.6%	3.6%
00-01	3.4%	4.0%	4.0%	4.0%	4.0%
01-02	1.9%	2.2%	3.3%	3.4%	3.3%
02-03	2.4%	2.5%	2.5%	2.5%	2.5%



**Percentage of Resources Reallocated Annually  
Performance Indicator #37**

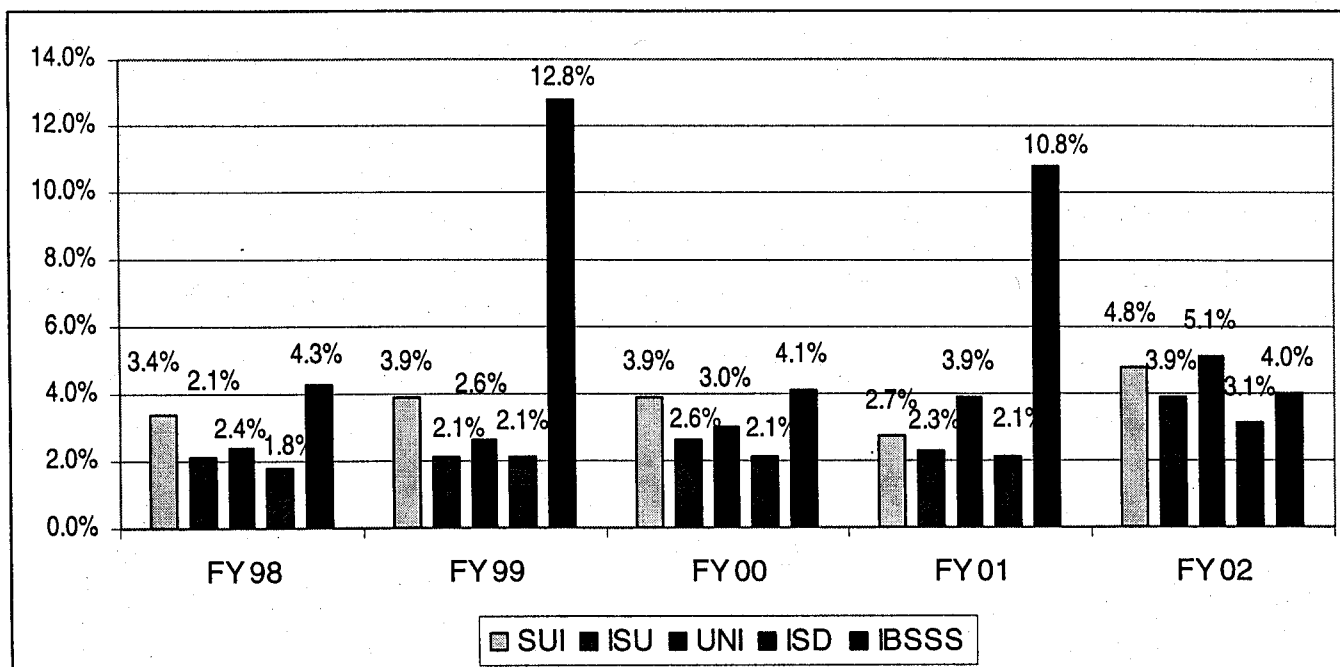
**All Regent Institutions**

In accordance with its strategic planning goals to increase effectiveness and efficiency, the Board approved a five-year program, beginning in FY 97, requiring each Regent institution to reallocate at least two percent of its budget each year. This reallocation policy is intended to ensure that the institutions use existing resources to improve quality, but also to achieve efficiencies. This indicator is related to Action Step 1.2.1.7 of the Board's Strategic Plan.

The Regent institutions have met or exceeded the target each year as evidenced in the following table.

	SUI	ISU	UNI	ISD	IBSSS
96-97	2.6%	2.5%	6.6%	3.1%	7.0%
97-98	3.4%	2.1%	2.4%	1.8%	4.3%
98-99	3.9%	2.1%	2.6%	2.1%	12.8%
99-00	3.9%	2.6%	3.0%	2.1%	4.1%
00-01	2.7%	2.3%	3.9%	2.1%	10.8%
01-02*	4.8%	3.9%	5.1%	3.1%	4.0%

\* Budgeted and includes two components: reallocations to address budget shortfalls and programmatic reallocations.



**Number of Annual Contributors and Dollar Value of Contributions  
Performance Indicator #33**

**All Regent Institutions**

Each Regent institution submits data for this indicator. The number of annual contributors and dollar value of contributions are in millions and do not include contract monies. For Iowa State University, gift activities include receipts and commitments; gift income is only income.

The related Board of Regent Strategic Plan Action Step is 1.2.1.4, "each institution increase funding from private sources."

University of Iowa			Iowa State University				University of Northern Iowa		
No. of Con.	Amount		No. of Con.	Gift Act.	Gift In.		No. of Con.	Amount	
94-95	44,000	\$ 82.0 m	94-95	44,000	\$ 64.1 m	\$ 52.8 m	94-95	NC	\$ 3.8 m
95-96	45,057	\$112.0 m	95-96	45,000	\$ 75.5 m	\$ 67.5 m	95-96	NC	\$ \$5.0 m
96-97	46,911	\$126.0 m	96-97	48,500	\$100.1 m	\$ 93.1 m	96-97	NC	\$10.2 m
97-98	47,191	\$124.0 m	97-98	50,000	\$103.5 m	\$103.5 m	97-98	15,480	\$ 8.4 m
98-99	48,017	\$147.0 m	98-99	52,083	\$124.2 m	\$108.6 m	98-99	16,410	\$ 9.7 m
99-00	52,602	\$172.0 m	99-00	54,083	\$191.6 m	\$112.5 m	99-00	15,441	\$10.6 m
00-01	NA		00-01	52,777	*NA	\$ 70.1 m	00-01	17,565	\$11.9 m
Target	50,000	NP	Target	NP	\$100.0 m		Target	17,000	\$12.9 m

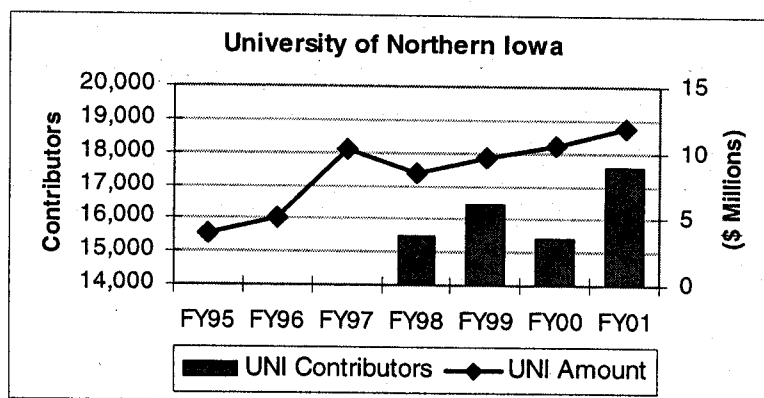
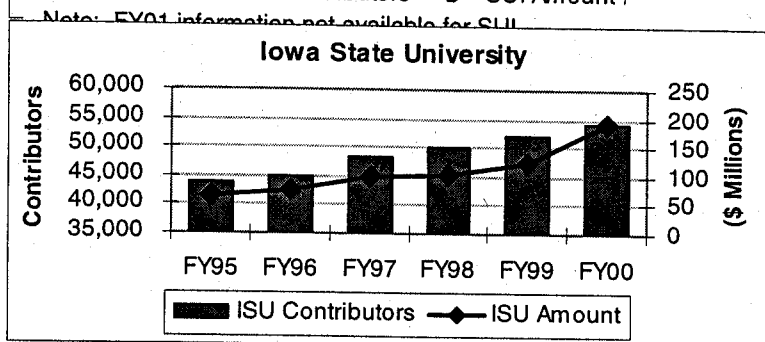
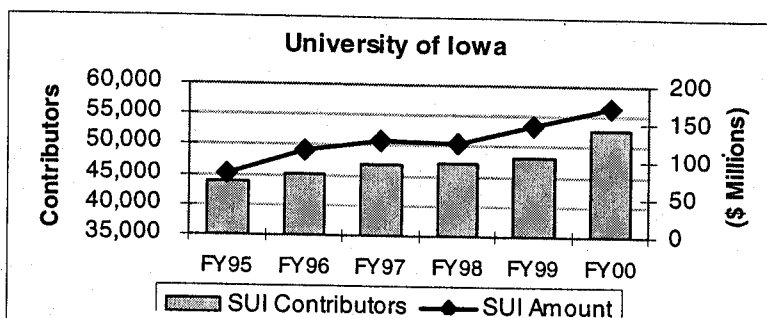
Note: ISU is no longer reporting gift activity.

Note: The FY 2000 appropriation for Iowa School for the Deaf includes \$3.2 million for the Recreation Complex.

Iowa School for the Deaf			Iowa Braille & Sight Saving School		
	No.	Amount		No.	Amount
FY 96	24	\$26,433	FY 96	26	\$190,888
FY 97	215	\$22,637	FY 97	37	\$ 12,560
FY 98	106	\$13,017	FY 98	21	\$ 8,429
FY 99	327	\$65,174	FY 99	25	\$ 23,541
FY 00	350	\$283,582	FY 00	24	\$ 23,508
FY 01	182	\$1,192,273	FY 01	40	\$ 26,368
[These are ISD Foundation figures; the number is the number of contributors to the ISD Foundation; the FY is the calendar year.]					

No chart is prepared for the two special schools.

## Regent Universities



# **Amount of Capital Improvement Funds Requested and Appropriated Performance Indicator #35**

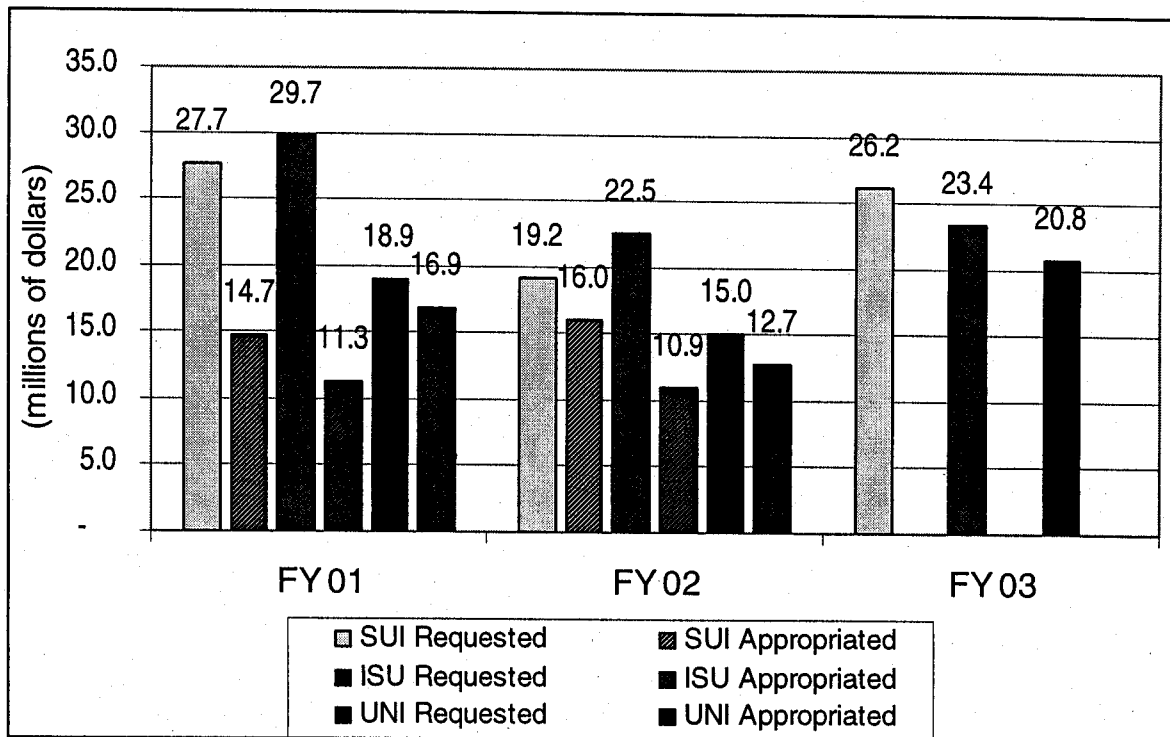
## **All Regent Institutions**

Each year, the Board of Regents requests capital funding for the Regent institutions, in accordance with Action Steps 1.2.1.3 and 4.3.3.1 of the Board's Strategic Plan. The graphs represent the annual capital requests since FY 96 on behalf of each institution. Funds were not requested for the universities for fiscal years 1998 through 2000 in accord with understandings reached during the 1997 legislative session.

Since FY 97, funds for most projects have been appropriated over a three- or four-year period. The graphs include the total amount appropriated in the first year of each appropriation.

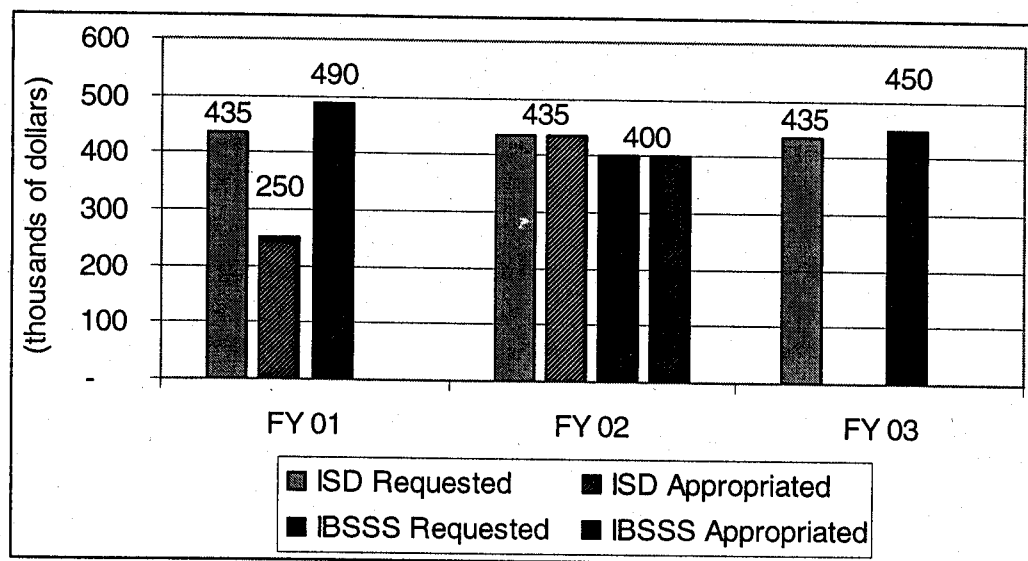
Amounts for FY 03 have not been appropriated yet.

Year	SUI		ISU		UNI	
	Requested	Approp.	Requested	Approp.	Requested	Approp.
95-96	\$17.8 m	\$2.0 m	\$29.5 m	\$2.0 m	\$ 6.8 m	\$3.0 m
96-97	\$37.4 m	\$33.3 m	\$30.6 m	\$26.3 m	\$ 9.1 m	\$6.5 m
97-98	\$00.0 m	\$27.0 m	\$00.0 m	\$30.3 m	\$ 0.0 m	\$12.9 m
98-99	\$00.0 m	\$00.0 m	\$00.0 m	\$00.0 m	\$ 0.0 m	\$00.0 m
99-00	\$00.0 m	\$00.0 m	\$00.0 m	\$00.0 m	\$ 0.0 m	\$00.0 m
00-01	\$27.7 m	\$14.7 m	\$29.7 m	\$11.3 m	\$18.9 m	\$16.9 m
01-02	\$19.2 m	\$16.0 m	\$22.5 m	\$10.9 m	\$15.0 m	\$12.7 m
02-03	\$26.2 m		\$23.4 m		\$20.8 m	





Year	ISD		IBSSS	
	Requested	Approp.	Requested	Approp.
95-96	\$502,000	\$50,000	\$341,000	\$341,000
96-97	\$280,000	0	\$60,000	0
97-98	0	\$110,000	0	\$95,000
98-99	\$260,000	\$260,000	\$75,000	\$75,000
99-00	\$3,800,000	\$3,800,000	\$635,000	\$635,000
00-01	\$435,000	\$250,000	\$490,000	0
01-02	\$435,000	\$435,000	\$400,000	\$400,000
02-03	\$435,000		\$450,000	



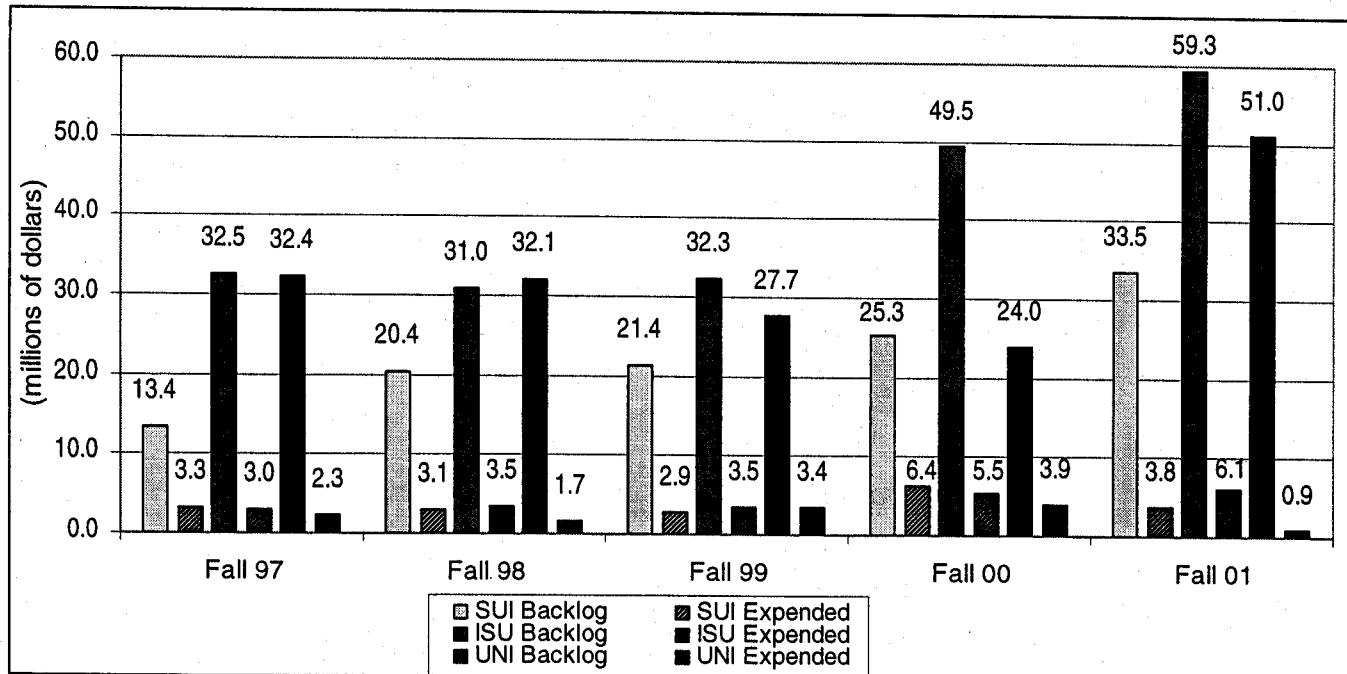
## Deferred Maintenance Backlog and Expenditures Performance Indicator #36

### All Regent Institutions

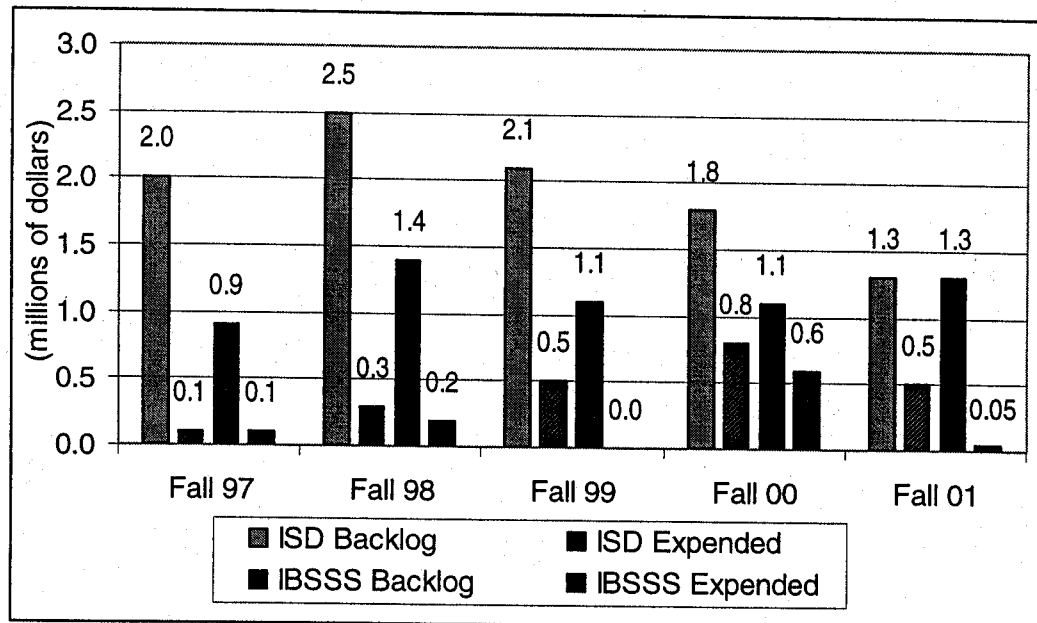
The graphs below highlight institutional assessments as to the amount of deferred maintenance in general fund buildings and utilities. These amounts are included in the annual reports on deferred maintenance presented to the Board in November of each year in accordance with Action Step 4.3.1.1 of the Board's Strategic Plan. The sums do not include the amount of deferred maintenance that would be corrected in major renovation projects included on the Board's Five-Year Capital Program.

Expenditures to correct deferred maintenance are also shown. These expenditures do not include the funds expended, as part of major renovation projects, to correct deferred maintenance.

SUI		ISU		UNI	
Backlog	Expended	Backlog	Expended	Backlog	Expended
Fall 94 \$23.0 m	(FY 94) \$2.9 m	Fall 94 \$41.4 m	(FY 94) \$1.8 m	Fall 94 \$16.1 m	(FY 94) \$1.5 m
Fall 95 \$22.4 m	(FY 95) \$4.9 m	Fall 95 \$26.2 m	(FY 95) \$7.8 m	Fall 95 \$17.8 m	(FY 95) \$1.7 m
Fall 96 \$19.0 m	(FY 96) \$6.6 m	Fall 96 \$28.7 m	(FY 96) \$6.9 m	Fall 96 \$20.4 m	(FY 96) \$2.6 m
Fall 97 \$13.4 m	(FY 97) \$3.3 m	Fall 97 \$32.5 m	(FY 97) \$3.0 m	Fall 97 \$32.4 m	(FY 97) \$2.3 m
Fall 98 \$20.4 m	(FY 98) \$3.1 m	Fall 98 \$31.0 m	(FY 98) \$3.5 m	Fall 98 \$32.1 m	(FY 98) \$1.7 m
Fall 99 \$21.4 m	(FY 99) \$2.9 m	Fall 99 \$32.3 m	(FY 99) \$3.5 m	Fall 99 \$27.7 m	(FY 99) \$3.4 m
Fall 00 \$25.3 m	(FY 00) \$6.4 m	Fall 00 \$49.5 m	(FY 00) \$5.5 m	Fall 00 \$24.0 m	(FY 00) \$3.9 m
Fall 01 \$33.5 m	(FY 01) \$3.8 m	Fall 01 \$59.3 m	(FY 01) \$6.1 m	Fall 01 \$51.0 m	(FY 01) \$0.9 m



ISD			IBSSS		
	Backlog	Expended		Backlog	Expended
Fall 94	\$1.6 m (FY 94)	\$0.1 m	Fall 94	\$0.4 m (FY 94)	\$0.1 m
Fall 95	\$1.4 m (FY 95)	\$0.1 m	Fall 95	\$0.4 m (FY 95)	\$0.0 m
Fall 96	\$1.4 m (FY 96)	\$0.2 m	Fall 96	\$1.1 m (FY 96)	\$0.2 m
Fall 97	\$2.0 m (FY 97)	\$0.1 m	Fall 97	\$0.9 m (FY 97)	\$0.1 m
Fall 98	\$2.5 m (FY 98)	\$0.3 m	Fall 98	\$1.4 m (FY 98)	\$0.2 m
Fall 99	\$2.1 m (FY 99)	\$0.5 m	Fall 99	\$1.1 m (FY 99)	\$0.0 m
Fall 00	\$1.8 m (FY 00)	\$0.8 m	Fall 00	\$1.1 m (FY 00)	\$0.6 m
Fall 01	\$1.3 m (FY 01)	\$0.5 m	Fall 01	\$1.3 m (FY 01)	\$0.05m



### Growth in Undergraduate Tuition and Fees Performance Indicator #32

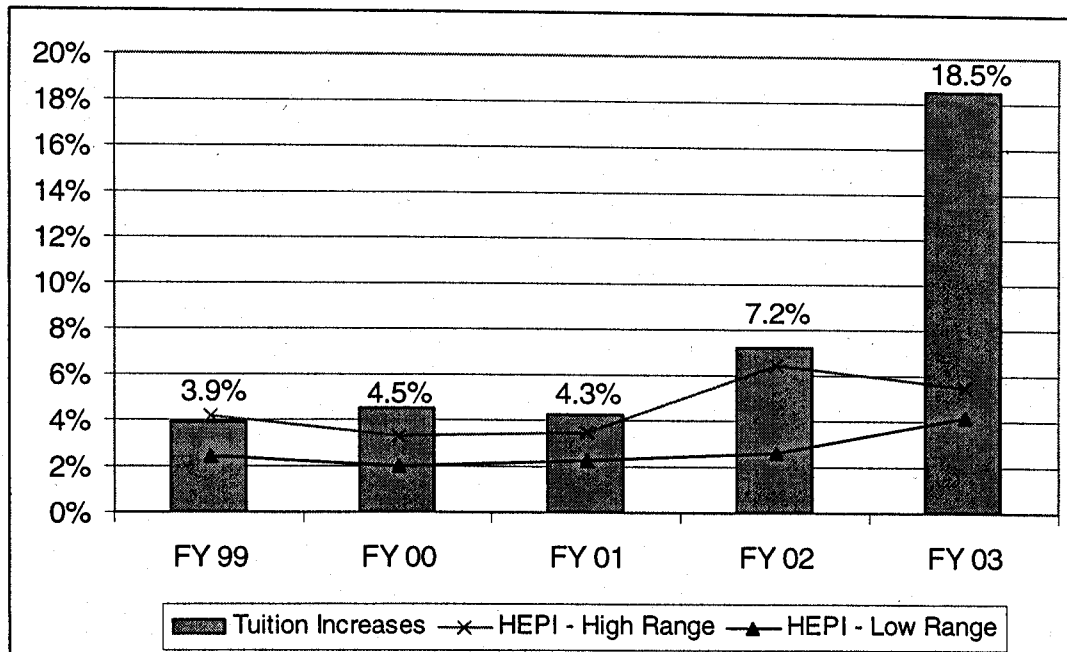
#### Regent Universities

The Board's tuition policy states that resident undergraduate tuition at the Regent universities shall be set annually to keep pace with the Higher Education Price Index (HEPI) and to provide support to finance university programs at levels sufficient to implement the Board's aspirations for excellence as outlined in the Board's Strategic Plan, Action Step 1.2.1.3.

In December 1997, the Board approved this language to make the Board's tuition policy compatible with its Strategic Plan. Previously (since 1990), the Board's policy restricted a tuition increase to a rate no higher than the percentage change in the HEPI, unless this rate was insufficient to "finance university programs at a level that maintains their quality or effectiveness."

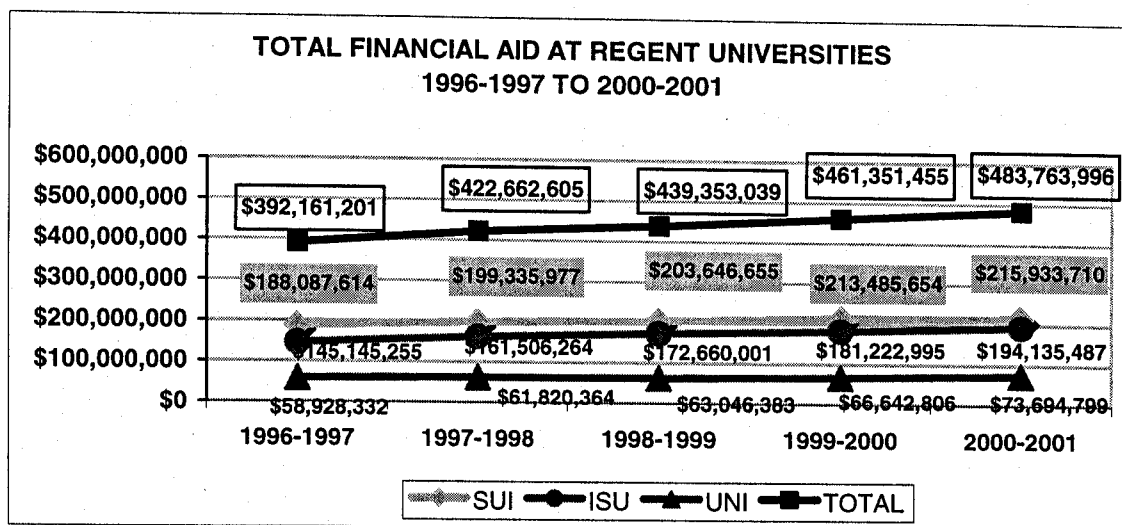
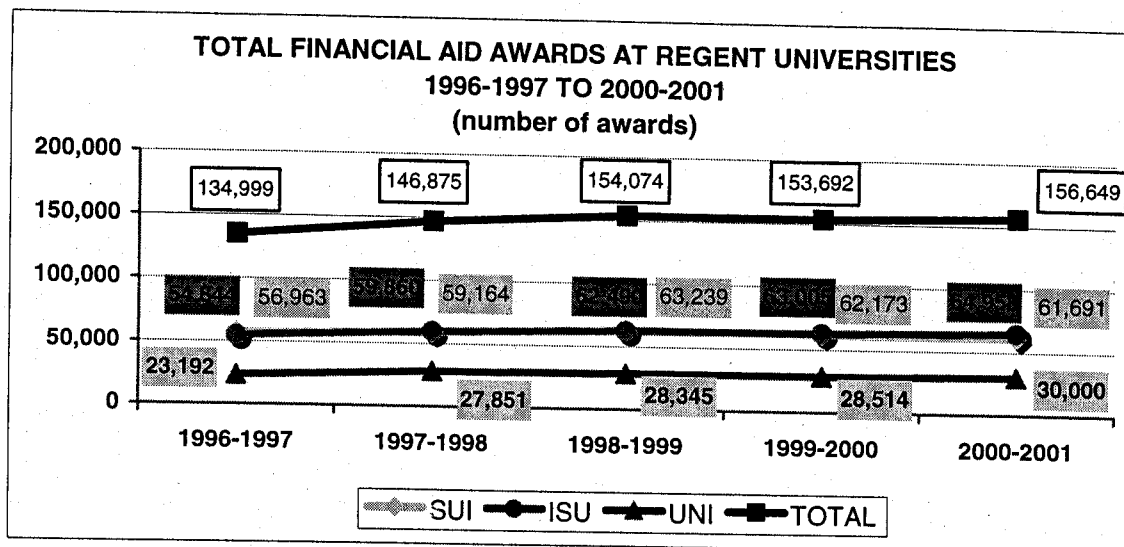
Undergraduate resident tuition increases have been in line with Board policy as illustrated in the following table.

Year	HEPI Projection	Tuition Incr.
95-96	4.0 to 4.4%	4.1%
96-97	4.2 to 4.8%	3.5%
97-98	2.1 to 3.9%	3.9%
98-99	2.4 to 4.2%	3.9%
99-00	2.0 to 3.3%	4.5%
00-01	2.3 to 3.5%	4.3%
01-02	2.6 to 6.4%	7.2%
02-03	4.2 to 5.5%	18.5%



# Number and Dollars in Millions of Financial Aid Received By Resident Undergraduates and Percentage of Need Met Performance Indicator #39

During the 2000-2001 academic year, there were 156,649 student financial aid awards (all categories) at Regent universities, totaling \$483,763,996. This sum represented a 4.9% increase in funds and a 1.9% increase in the number of awards from the previous year.



**Unit Cost Per Student  
Performance Indicator #43**

**Regent Universities**

Unit cost represents the general fund supported cost of instructing a full-time equivalent (FTE) student at a given level. Regent universities have prepared general fund unit cost calculations in alternate years since FY 1969.

Fixed and variable costs are included in the calculations for unit cost. Fixed costs include research, library books, physical plant operations, and equipment. These costs remain relatively stable within a reasonable enrollment range. Variable costs of instruction include direct instructional costs, general administration, and student services, and change in proportion to the number of students.

The following tables illustrate the unit cost of instruction for each Regent university by student level and as a composite from FY 93 to FY 99. Unit cost of instruction has increased steadily since FY 93.

<b>Undergraduate Unit Costs</b>					
	<b>90-91</b>	<b>92-93</b>	<b>94-95</b>	<b>96-97</b>	<b>98-99</b>
<b>SUI</b>	\$5,731	\$6,069	\$6,850	\$7,199	\$8,301
<b>ISU</b>	\$6,612	\$6,509	\$7,048	\$7,626	\$8,242
<b>UNI</b>	\$5,199	\$5,956	\$6,530	\$7,045	\$7,742
<b>Regent</b>	\$5,979	\$6,228	\$6,860	\$7,340	\$8,151

<b>Composite Unit Costs</b>					
	<b>90-91</b>	<b>92-93</b>	<b>94-95</b>	<b>96-97</b>	<b>98-99</b>
<b>SUI</b>	\$9,179	\$9,676	\$10,836	\$11,764	\$12,623
<b>ISU</b>	\$7,662	\$7,592	\$8,211	\$8,936	\$9,677
<b>UNI</b>	\$5,571	\$6,388	\$7,012	\$7,566	\$8,292
<b>Regent</b>	\$7,891	\$8,201	\$9,047	\$9,824	\$10,617

